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ABSTRACT

The kit contains instructional objectives and matching activities for working with severely and profoundly mentally retarded children. Activities are classified into three color coded skill areas - sensory stimulation, motor development, and language development. Each card includes the name of the activity, objectives, and step-by-step procedures. It is explained that the format and language are appropriate for use by paraprofessionals and parents as well as teachers and other professionals. (CL)

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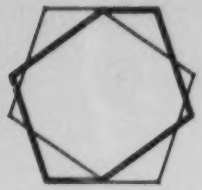

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BASIC SKILLS AND ACTIVITIES COMPENDIUM

Instructional Objectives and Matching Activities for Working with Severely and Profoundly Mentally Retarded Children

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BASIC SKILLS AND ACTIVITIES COMPENDIUM

Instructional Objectives and Matching Activities for Working with Severely and Profoundly Mentally Retarded Children

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INTRODUCTION

The Basic Skills and Activities Compendium represents an effort to develop and identify appropriate activities for the education and training of severely and profoundly mentally retarded children. The skill areas represented are sensory stimulation, motor development and language development. The format and language is appropriate for use by para-professionals and parents as well as educators and other clinicians working with this population.

The Basic Skills and Activities Compendium is not a sequenced curriculum to be used independent of other instructional programs. It does however, identify appropriate instructional objectives and matching activities for working with the severely and profoundly mentally retarded. Each activity can be easily adapted upward or downward as indicated by instructional needs of the child. The importance of the use of praise, following each attempt or successful trial, is stressed throughout the compendium.

The Compendium contains many activities designed to improve the child's awareness of self and his environment, his mobility, and his ability to communicate his needs thereby fostering independent functioning.

The materials needed for each activity are listed and for most activities, the materials needed are basic items that can be found in most households and/or classrooms.

Suggested questions for evaluating the child's response to the activity have also been included.

The Compendium has been divided into three sections that have been color coded representing the three skill areas - sensory stimulation, motor development, and language development.

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SKILL CATEGORY: *Sensory Stimulation*

S1	*Exploring reflection in the mirror*
S2	*Stimulating vision with objects*
S3	*Visually tracking an object/or following an object with eyes*
S4	*Matching one object to an identical object*
S5	*Experiencing a variety of sounds*
S6	*Shaking containers containing small objects*
S7	*Hearing a sound when child's wrists or ankles are moved*
S8	*Locating the direction of a sound*
S9	*Recognizing whether sounds are the "same" or "different"*
S10	*Localizing sounds when blindfilded*
S11	*Experiencing a variety of tastes*

S12 *Experiencing a variety of tastes*

S13 *Recognizing the taste of specific foods*

S14 *Recognizing warm and cold edibles using the tongue and mouth*

S15 *Recognizing hard and soft edibles using the tongue and mouth*

S16 *Distinguishing flour and salt by texture and taste*

S17 *Experiencing water play*

S18 *Exploring sand*

S19 *Stimulating awareness of hands*

S20 *Exploring various textures*

S21 *Recognizing the feelings of smooth and rough*

S22 *Exposing the child to a variety of smooth and rough textures*

S23 *Touching a variety of objects*

S24 *Exploring playdough*

S25 *Exposing a child to the feelings of "wet" and "dry"*

S26 *Discriminating wet and dry*

S27 *Exposing the child to various wet and dry materials*

S28 *Exposing the resident to the feelings of "warm" and "cold"*

S29 *Discriminating warm and cold*

S30 *Identifying objects hidden inside a box by touching them*

S31 *Finding an identical object from an assortment of objects*

S32 *Describing objects hidden inside a box by touching them*

S33 *Experiencing a variety of odors*

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Exploring reflection in the mirror

OBJECTIVE: To stimulate the sense of sight
To develop body awareness

PROCEDURE:

1) Sit the child in front of a mirror.

2) Encourage him/her to look in the mirror.

3) Talk to the child about the reflection in the mirror.

4) Point to the reflection and move various parts of the child's body as he/she looks at his/her reflection in the mirror.

5) Encourage any response the child makes.

6) Give the child various toys to hold as he/she looks in the mirror. Flashing light in the mirror will also hold the child's attention. Allow the child to move or flash the light from one place to another on the mirror.

7) Speak to the child in friendly and enthusiastic tones for best results.

MATERIALS NEEDED: Mirror, various toys, doll, bell, flashlight

EVALUATION:

1) Did the child enjoy watching the various reflections in the mirror?

2) How long did the activity hold the child's attention?

3) What objects elicited the most attention from the child?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Stimulating vision with objects

OBJECTIVE: To stimulate the sense of vision
To stimulate visual-motor behavior

PROCEDURE: 1) Place or hang brightly colored mobiles, hanging toys, colored lights or toys that move, within the child's field of vision.

2) As the child sees the object, encourage him/her to reach for and explore the objects.

MATERIALS NEEDED: Brightly colored objects e.g. toys that move (wind-up toys), mobiles, colored lights, hanging toys particularly rubber or foam rubber toys.

EVALUATION: 1) Did the child watch the brightly colored objects?

2) Did he/she follow the movements of the objects with his/her eyes?

3) Did the child reach for and/or explore the objects?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Visually tracking an object/or following an object with eyes

OBJECTIVE: To stimulate and improve the sense of sight
To improve attention

PROCEDURE:

1) Hold a brightly colored object at eye level in front of the child.

2) Say, (CHILD'S NAME), LOOK AT THE (NAME THE OBJECT).

3) Move the object in various directions - up, down, to the right, to the left, around the room, etc.

4) As the child follows the object with his/her eyes give verbal encouragement such as SEE THE (NAME OBJECT).

5) If the child does not respond hold the brightly colored object close to his/her face at eye level or use a reinforcer such as food as the moving object.

MATERIALS NEEDED: Any brightly colored object: ball, block, flashlight, food if necessary.

EVALUATION:

1) Was the child able to follow the object with his/her eyes?

2) How long did the activity hold the child's attention?

3) Was it necessary to use food or other reinforcers as the moving object?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Matching one object to an identical object

OBJECTIVE: To stimulate and improve visual awareness and discrimination

PROCEDURE:

1) Select two alike and two different objects

2) Give one of the identical objects to the child and place the other three objects on a table in front of the child.

3) Pointing to the object in the child's hand say, (CHILD'S NAME), SHOW ME THE OBJECT THAT LOOKS LIKE THIS ONE.

4) If the child responds correctly, praise immediately.

5) If the child does not respond correctly have the child hold the object next to each one on the table and say each time, IS THIS OBJECT THE SAME AS THAT ONE?

6) If you still get the wrong response, pick up the identical object and say, THIS IS THE SAME OBJECT AS THAT ONE.

7) Put the object back on the table and begin again.

8) Praise or reward every attempt or accomplishment.

MATERIALS NEEDED: Table, a variety of objects including some which are identical: e.g. brushes, cups, spoons, combs, blocks, toothbrushes, pants, socks.

EVALUATION: 1) Did the child indicate that he/she understood "same" and "different"?

2) How long did the activity hold the child's attention?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Experiencing a variety of sounds

OBJECTIVE: To stimulate and improve auditory awareness
To stimulate auditory reception

PROCEDURE:
1) Select objects that make different sounds at various degrees of loudness.

2) Place one or two near the child. Try to use toys that allow the child to manipulate the sound.

3) Alternate the objects often so that the child will experience a variety of sounds throughout the day.

MATERIALS NEEDED: Any sound making object particularly where the sound can be manipulated: music box, records, squeaky toys, rattles.

EVALUATION: 1) Was there a noticeable reaction to the sounds the objects made?

2) Did he/she prefer one sound to another?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Shaking containers containing small objects

OBJECTIVE: To stimulate and improve auditory awareness and discrimination

PROCEDURE:

1) Collect several plastic pill containers with lids and place a few small objects inside of them.

2) Glue or tape the lids onto the containers and spray paint the containers bright colors. Leave the bottom of the containers clear.

3) Hand one container to the child and ask him/her to shake the container, demonstrating if necessary.

4) Repeat the activity using the other containers.

MATERIALS NEEDED: Three or more plastic pill containers, small objects to place inside the containers: pennies, rice, toothpicks, bells, tape or glue, spray paint of various colors.

EVALUATION: 1) Did the child enjoy hearing the various sounds made by the container?

2) Did the child attempt to open the containers to see what was inside?

3) Did the child prefer one sound to another?

NOTE: As a variation, fill pairs of the plastic pill containers with the suggested small objects and ask the child to match the containers which sound alike.

Wedemeyer, A. & Cejka, Joyce Creative Ideas for Teaching Exceptional Children Denver, Colorado: Love Publishing Co.

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Hearing a sound when child's wrists or ankles are moved

OBJECTIVE: To stimulate auditory awareness
To improve body awareness

PROCEDURE: 1) Place a bracelet containing small bells on one wrist of child.

2) Shake child's wrist gently so that child can hear the sound. Leave the bracelet on the child throughout the day so that whenever child moves his/her arm, the sound will be heard.

MATERIALS NEEDED: Bracelet can be made by stringing a piece of elastic through 2 or 3 small round bells and sewing the elastic ends together.

EVALUATION: 1) What was the child's reaction to the sound of the bells?

2) Did he/she move that part of the body that contained the bells more often than usual?

Johnson, V. M. & Werner, R. A. A Step-by-Step Learning Guide for Retarded Infants and Children Syracuse, New York: Syracuse University Press, 1975.

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Locating the direction of a sound

OBJECTIVE: To stimulate and improve auditory reception and localization

PROCEDURE:
1) Blindfold the child.
2) Walk behind the child and clap your hands. Say, WHERE AM I?
3) If the child turns around to find you, say, VERY GOOD!
4) If the child does not respond, try touching him on the back, and then clapping again.
5) Repeat question.
6) This activity can be varied using different sounds in different locations.

MATERIALS NEEDED: Blindfold (scarf), any object that can make a sound: bells, wooden sticks, ball, blocks.

Suggestions for sounds: singing, stomping feet, snapping fingers.

EVALUATION: 1) Did the child locate the direction of the sound immediately or after you touched him/her?

2) How many sounds did the child locate?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Recognizing whether sounds are the "same" or "different"

OBJECTIVE: To stimulate and improve auditory reception and discrimination

PROCEDURE:

1) Put a blindfold on the child.

2) Say, LISTEN. Then make a sound.

3) Again say, LISTEN and repeat the sound.

4) Say, THE SOUNDS WERE THE SAME.

5) Repeat the sound making process again and then ask WERE THE SOUNDS THE SAME?

6) If the child gives some indication that they were the same, whether verbally or using gestures, praise enthusiastically.

7) Repeat step #5.

8) If the child does not respond or responds incorrectly, repeat the entire activity.

9) When you feel that the child understands the meaning of "same", repeat the process using two extremely different sounds.

10) Say, ARE THESE THE SAME?

11) Repeat the sounds and then say again, ARE THESE THE SAME?

12) If the child responds correctly, give praise, if not, repeat steps 9 through 11.

MATERIALS NEEDED: Blindfold, objects that can make a sound: bells, blocks, ball, musical instruments, etc.

EVALUATION:

1) Could the child distinguish sounds which were the same and/or different?

2) How long did the activity hold the child's attention?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Localizing sounds when blindfolded

OBJECTIVE: To stimulate and improve auditory reception and localization

PROCEDURE:

1) Blindfold the child or have him/her close his/her eyes.
2) Make a sound which is clear, distinct, and easily heard.
3) Ask the child to point to the direction from which the sound was made.
4) Repeat this activity many times changing the sounds and the location of the sound.
5) Be sure to give praise each time the child localizes the sound.
6) Allow other children to participate in making sounds.

MATERIALS NEEDED: Blindfold, any sound-making object: ball, instruments, human voice

EVALUATION: 1) Did the child indicate the location of the sound by pointing or other nonverbal means of communicating?

2) Did the child object to being blindfolded?

3) How many sounds did the child locate?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Experiencing a variety of tastes

OBJECTIVE: To stimulate the sense of taste
To improve taste discrimination

PROCEDURE:
1) Give the child a sample of various foods that are sweet, sour, or salty.

2) Be sure to name the distinct property of the food (e.g. sweet, sour, salty) while the child is tasting it.

MATERIALS NEEDED: Sweet, sour and salty foods:
Sweet- applesauce, candy, jam
Sour- lemon juice, sour candy
Salty- crackers, salt, pretzels

EVALUATION:
1) Was there any noticeable change in the child's expression as he/she tasted the various foods?

2) Did he/she enjoy one type of food more than another?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Experiencing a variety of tastes

OBJECTIVE: To stimulate the sense of taste
To improve taste discrimination

PROCEDURE:
1) Choosing foods that have a distinct taste, give a small portion of one food to the child.
2) While the child has the food in his/her mouth, name the property (e.g. sweet, sour salty).
3) Repeat steps 1 and 2, using a bite of another type of food.
4) Remember to always name the distinctive property of the food, while the child is tasting it.

MATERIALS NEEDED: Food with various distinctive tastes: lemon, apple juice, candy, saltine crackers.

EVALUATION:
1) Was there any particular type of food that the child responded to more than another?

2) How long did the activity hold the child's attention?

3) What kinds of reactions did you observe when various types of food were tasted by the child?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Recognizing the taste of specific foods

OBJECTIVE: To stimulate the sense of taste
To improve taste discrimination

PROCEDURE:
1) Blindfold the child or cover his eyes with your hand.
2) Let him/her have a bite of one food.
3) While he/she is chewing or swallowing the food, name it. (e.g., cracker, candy, juice)
4) Repeat the activity at different times of the day using the same type food.
5) Slowly begin to add different foods naming each one while it is in the child's mouth. One bite of each food is sufficient.

MATERIALS NEEDED: At least one of the following foods: crackers, candy, apple, orange, milk, juice, etc.

EVALUATION: 1) What foods did you use?

2) What were the child's reactions to the food?

3) Did the child begin to recognize any of the foods tasted?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Recognizing warm and cold edibles using the tongue and mouth

OBJECTIVE: To stimulate and improve tactile awareness and discrimination for warm and cold

PROCEDURE:
1) Give a child or group of children a sample of various foods which are warm and cold
2) Alternate the foods, saying WARM or COLD after each sample.
3) Be sure to emphasize the words "warm" and "cold".
4) Ask the child whether a food is warm or cold.

MATERIALS NEEDED: Hot and cold edibles: ice cream, pudding, warm cereal, warm soup, apple sauce, milk

EVALUATION:
1) Was the child able to indicate either verbally or nonverbally the difference between warm and cold?
2) How did the child react to the activity?

3) Did the child indicate a preference for warm foods or cold foods?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Recognizing hard and soft edibles using the tongue and mouth

OBJECTIVE: To stimulate and improve tactile awareness and discrimination for hard and soft

PROCEDURE:
1) Give a child or group of children a sample of various foods which are hard or soft.

2) As the child samples the edibles, name the distinctive characteristic of the food, HARD or SOFT.

3) Give the child a sample food. Ask the child to indicate whether the food is hard or soft. For verbal response say, IS THE (NAME THE FOOD) HARD OR SOFT? For non-verbal response say GIVE ME or POINT TO THE FOOD THAT IS HARD. Repeat for soft.

MATERIALS NEEDED: Bite size pieces of hard and soft edibles: carrot, celery, ripe peach, banana, pickle, grape

EVALUATION: 1) Did the child indicate a preference for hard or soft foods?

2) Was the child able to indicate verbally or non-verbally the difference between hard and soft?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Distinguishing flour and salt by texture and taste

OBJECTIVE: To develop and improve tactile awareness and discrimination
To stimulate the sense of taste

PROCEDURE:

1) Place a small sample of salt on a paper towel in front of the child.

2) Allow the child to explore the salt by touching and tasting it.

3) Rub a little of the salt on the child's cheek.

4) Emphasize the word SALT as you do the activity.

5) Repeat steps 1 through 4 using flour instead of salt.

6) Instruct the child to point to the salt. Then instruct the child to point to the flour. Encourage the child to touch and/or taste items to assist in the identification.

MATERIALS NEEDED: Flour, salt, paper towels

EVALUATION:

1) Could the child identify flour and salt?

2) How did the child react to the feeling and taste of the substances?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Experiencing water play

OBJECTIVE: To increase tactile awareness
To stimulate awareness of wet and dry

PROCEDURE:
1) Place a pot of lukewarm water on a terry cloth towel.
2) Encourage the child to put his/her hands in the water.
3) Allow the child to explore the water.
4) Show the child how to fill a cup, squeeze a sponge and wring out a cloth.
5) Since this activity should be an enjoyable experience for the child, do not reprimand him/her for making a mess.

MATERIALS NEEDED: Pot, lukewarm water, terry cloth towel, cup, wash cloth, sponge

EVALUATION: 1) Did the child enjoy the activity?

2) How long did the activity hold the child's attention?

3) Did the child attempt to squeeze the sponge, fill the cup and/or wring out the cloth?

4) Was it necessary to assist the child? If so, how much?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Exploring sand

OBJECTIVE: To stimulate and improve tactile awareness and discrimination

PROCEDURE:

1) Place a large pail containing sand in front of the child.

2) Encourage the child to put his/her hands in the sand and explore it by holding, stirring, and picking up the sand. Say, (CHILD'S NAME), PUT YOUR HANDS IN THE SAND.

3) Allow the child to play with toys in the sand. Give the child a plastic shovel and allow him/her to fill a cup with the sand.

4) If necessary, assist the child by placing your hands over his/her hands. Give praise for every attempt or accomplishment.

MATERIALS NEEDED: Sand, pail, plastic shovel, cup, assortment of small toys

EVALUATION: 1) Did the child enjoy the activity?

2) How long did the activity hold the child's attention?

3) Did the child attempt to explore the sand on his own or was it necessary to give assistance?

4) Was the child able to stir the sand, or fill a cup with the sand?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Stimulating awareness of hands

OBJECTIVE: To stimulate tactile awareness
To stimulate body awareness

PROCEDURE:
1) Place a mitten on one hand of the child and leave on for a few minutes.
2) Remove the mitten and place on the other hand.
3) Repeat often throughout the day.
4) A variation of this activity is to cut the fingers out of a glove and place on hand so that the fingers are free.
5) Encourage the child to pick up small objects placed near him/her.

MATERIALS NEEDED: Mitten, glove, small objects that can be picked up e.g. small block, pegs

EVALUATION: 1) Did the child begin to notice his/her hands?

2) Did the child begin to use his/her hands more when gloved?

Johnson, V. M. & Werner, R. A. A Step-by-Step Learning Guide for Retarded Infants and Children Syracuse, New York: Syracuse University Press, 1975.

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Exploring various textures

OBJECTIVE: To develop and improve tactile awareness and discrimination

PROCEDURE:
1) Obtain a box for each of the following: rice, sand, popcorn, cotton, wool, macaroni.

2) Placing one box at a time in front of the child, let him/her explore the feeling of each item with his/her hands or feet.

3) If child does not explore on his/her own, give assistance.

4) Repeat procedures and see if the child will explore the various textures by himself/herself.

MATERIALS NEEDED: Three or more small boxes. Any of the following items: popcorn, (popped and unpopped), cotton, wool, macaroni, sand, rice.

EVALUATION:
1) What kinds of explorations (if any) did the child attend?

2) Did the child need assistance?

3) What kinds of reactions did you observe?

4) Did the child prefer one kind of tactile stimulation to another?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Recognizing the feelings of smooth and rough

OBJECTIVE: To improve tactile awareness and discrimination

PROCEDURE:

1) Using objects that have a very definite smooth or rough quality, stroke the objects one at a time against the cheek of the child being sure to use the same cheek each time.

2) Depending on the quality of the object say SMOOTH or ROUGH each time you stroke the child's cheek.

3) Next have the child stroke the objects using his/her hand and fingertips. Have the child close his eyes or blindfold if possible.

4) Be sure to say "smooth" or "rough" as the child strokes the object.

5) Try to encourage the child to say smooth and rough.

MATERIALS NEEDED: Any material that has a rough or smooth quality: sandpaper, burlap, satin, cotton.

EVALUATION:

1) Did the child indicate that he/she understood the difference between smooth and rough?

2) How long did the activity hold the child's attention?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Exposing the child to a variety of smooth and rough textures

OBJECTIVE: To develop and improve tactile awareness and discrimination for smooth and rough

PROCEDURE:

1) Giving the child one texture at a time, let the child hold the object.

2) Guide his/her hand over it lightly while naming the texture with one word saying SMOOTH or ROUGH.

3) Let the child feel the texture on various parts of his/her body such as hand, face, leg, arm etc.

4) Each time the child feels the texture name it with one word SMOOTH or ROUGH.

MATERIALS NEEDED: Any obvious objects representing smoothness and roughness. Examples: silk scarf- sandpaper, sides of a cup - scratchy wool, piece of cardboard - salt glued to cardboard, velvet - burlap

EVALUATION: 1) Did the child attempt to hold and feel the texture of the object?

2) Did the child respond to the feeling of the different textures?

3) What reactions did the child have when the different textures were rubbed on different body parts?

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SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Touching a variety of objects

OBJECTIVE: To stimulate and increase tactile awareness and discrimination

PROCEDURE:
1) Select several different types of objects and textures and have the child touch each one.

2) Encourage the child to examine each object. Be sure to name the object and its distinctive property. Say, THIS IS A (NAME OBJECT). IT FEELS (NAME PROPERTY).

3) Give assistance, if necessary, by placing the child's hands on the object and moving them lightly over the surface.

MATERIALS NEEDED: Objects with distinctive tactile properties: For example: smooth - velvet, window; rough - sandpaper, gravel; soft - cotton, furry stuffed animal; hard - floor, table; hot/cold - water, ice cube (use toys, foam balls, familiar objects)

EVALUATION: 1) Did the child enjoy touching the various surfaces?

2) Did he/she seem to prefer one type of tactile stimulation to another?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Exploring playdough

OBJECTIVE: To stimulate and improve tactile awareness

PROCEDURE:
1) Allow the child to hold a large lump of playdough in his/her hand.
2) Say to child, THIS IS PLAYDOUGH.
3) If child does not explore with it, take one of his/her fingers and poke the playdough.
4) Wrap the playdough around his/her hand and see if the child begins to explore with it.
5) Talk to the child about the playdough while activity is in progress.

MATERIALS NEEDED: Playdough

EVALUATION: 1) What kinds of explorations did the child attempt?

2) How long did the activity hold the child's attention?

3) What were his/her reactions to the activity?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Exposing a child to the feelings of "wet" and "dry"

OBJECTIVE: To develop and improve tactile awareness for wet and dry

PROCEDURE:

1) Place the child's hands under a faucet with tepid running water.

2) After hands are wet, rub child's hands together saying, WET, YOUR HANDS ARE WET.

3) Have the child dry his/her hands, assisting if necessary.

4) Once hands are dry, rub them together again saying, DRY, YOUR HANDS ARE DRY.

5) If the child repeats the word "wet" or "dry" praise him/her.

6) Repeat the activity.

7) This activity can also be done using wet towels or sponges.

MATERIALS NEEDED: Sink with water or faucet, towels, sponges (optional)

EVALUATION: 1) What kinds of reactions did the child have to this activity?

2) Did the child attempt to verbalize the words "wet" and "dry"?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Discriminating wet and dry
Discovering that water makes things wet

OBJECTIVE: To stimulate and improve tactile awareness of and discrimination for wet and dry

PROCEDURE:

1) Place two dry objects of the same type (2 cotton balls, 2 sponges etc) in a shallow dish.

2) Allow the child to hold the two dry objects saying, THIS IS A PIECE OF COTTON AND THIS IS A PIECE OF COTTON TOO.

3) Emphasize that both pieces of cotton are dry.

4) Place a small container of water in front of the child and say, THE WATER IS WET.

5) Allow the child to feel the water emphasizing that THE WATER IS WET.

6) Moisten one of the dry objects.

7) Describe both objects to the child saying, THIS COTTON BALL IS WET; THIS COTTON BALL IS DRY.

8) Ask the child what happened to the wet one while pointing to it.

9) Allow the child to hold the wet and dry objects saying again, THIS IS WET, THIS ONE IS DRY.

10) Repeat this activity using the materials listed below.

MATERIALS NEEDED: Container of water and any two of the following: cotton balls, paper towels, cloths, sponges

EVALUATION:

1) Was the child able to indicate either verbally or nonverbally the difference between wet and dry?

2) Did the child indicate that he understands that water makes things wet?

3) Could the child identify the dry object and the wet object?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Exposing the child to various wet and dry materials

OBJECTIVE: To develop and improve tactile awareness for wet and dry
To stimulate the sense of taste

PROCEDURE:

1) Obtain small containers of the following items: wet sand, dry sand, fingerpaint, honey, dry cereal, milk, sugar, mud, dirt, soda, rice.

2) Allow the child to touch and/or taste the various items one at a time.

3) While the child is touching or tasting the item name its property WET or DRY. Say, (CHILD'S NAME) THIS IS WET or THIS IS DRY

4) Be sure to emphasize the words "wet" and "dry".

5) Ask the child whether the food is wet or dry.

6) Keep towels and water nearby for quick cleanup.

MATERIALS NEEDED: Wet and dry materials: sand, fingerpaint, dirt, milk, sugar, rice, soda, honey, dry cereal. Containers for materials, towels, water.

EVALUATION: 1) Did the child indicate verbally or nonverbally that he/she understood the difference between wet and dry?

2) Did the child attempt to verbalize the words "wet" and "dry"?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Exposing the resident to the feelings of "warm" and "cold"

OBJECTIVE: To increase tactile awareness
To stimulate awareness of warm and cold

PROCEDURE:

1) Fill a tin can or metal container with warm water and another can with cold water.

2) Cover both cans.

3) Have the child feel the outer surface of one can or hold it.

4) Say, WARM, THE CAN IS WARM.

5) Have the child feel or hold the can containing cold water.

6) Say, COLD, THE CAN IS COLD.

7) Place the cans, one at a time next to other parts of the child's body. (e.g., face, leg, arm)

8) Remember to emphasize the words "warm" or "cold" each time a can touches the child's body.

MATERIALS NEEDED: Two tin cans (coffee cans are good), warm water, very cold water.

EVALUATION:

1) Did the child react to experiencing the different temperatures of the water?

2) If so, what were his/her reactions?

3) Did the child attempt to say warm or cold?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Discriminating warm and cold

OBJECTIVE: To develop and improve tactile awareness and discrimination for warm and cold

PROCEDURE:

1) Choose pairs of items that are warm and pairs of items that are cold.

2) Place one pair in front of the child and allow the child to touch the warm item first and then the cold. The child should stroke the items with his/her eyes closed as well as open.

3) Stroke the child's cheek with the warm and cold items using the same cheek each time.

4) Say WARM and COLD appropriately as you present each item so that the child will attach meaning to the word.

5) Ask the child to indicate either verbally or by using gestures whether or not an item is warm or cold. For verbal response, allow child to hold the item and say, IS IT WARM OR COLD? For

response using gesture say, GIVE ME THE ITEM THAT IS WARM. Repeat for cold.

MATERIALS NEEDED: Two of the following: Hot water bottles (one filled with warm water, the other cold) Containers filled with warm and cold water, Wash Cloths (one warm, one cold)

EVALUATION: 1) How did the child react to the different temperatures?

2) Did the child indicate whether an item was warm or cold?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Identifying objects hidden inside a box by touching them

OBJECTIVE: To stimulate and improve tactile awareness and discrimination

PROCEDURE:

1) Choose several familiar objects in the child's environment. Fox example: toothbrush, comb, brush, sock, fork, spoon, cup.

2) Show the child the objects, name them, and allow the child to feel them. Repeat several times.

3) Removing the objects from the child's view, place one object inside the "Mystery Box."

4) Have the child place one hand into the box and ask him to identify the object.

5) Ask the child questions similar to the ones listed below:

   a) WHAT DO YOU FEEL? (CUP)
   b) IS IT A TOOTHBRUSH? (NO)
   c) IS IT A CUP? (YES)
   d) IS IT A TOOTHBRUSH OR A CUP? (CUP)

6) Select other objects and repeat the activity.

7) Once the child has learned to identify objects, two or three objects can be placed in the "Mystery Box." The child would then select an object from the box and the above procedures would be followed or questions like the following may be asked:

a) DO YOU FEEL THE (CUP)? GIVE ME THE (CUP). IS THERE A (SOCK) IN THE BOX? GIVE ME THE (SOCK).

MATERIALS NEEDED: Objects that can be found in the child's environment. Example: eating utensils, toys, articles of clothing. Mystery Box- a large box with a removable top. This box should be colorful with an opening on one side. The opening should be large enough for a hand to enter.

EVALUATION: 1) Was the child able to identify the objects?

2) What objects did he identify?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Finding an identical object from an assortment of objects

OBJECTIVE: To stimulate and improve visual awareness and discrimination
To stimulate and improve tactile awareness and discrimination
To increase attention span

PROCEDURE:

1) Select identical pairs of several items.

2) Separating the pairs of items, place half the items in a box and keep the identical item.

3) Give one item to the child and ask him/her to find the identical item from the assortment of items in the box.

4) If the child responds correctly, praise immediately.

5) If the child does not respond correctly, find the object in the box and hold it for the child to see. Show him/her that both objects are alike. Then return one object to the box and repeat activity.

6) Select another object for the child to find.

7) Begin the activity with two or three objects in a box. Gradually add more items to the box as the child's skill increases.

MATERIALS NEEDED: Box, an assortment of identical objects, for example: combs, cups, small balls, spoons.

EVALUATION: 1) Was the child able to find the identical object from the assortment in the box?

2) What objects did he/she find?

3) How long did the activity hold the child's attention?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Describing objects hidden inside a box by touching them

OBJECTIVE: To stimulate and improve tactile awareness and discrimination

PROCEDURE:

1) Show the child the object that will be placed inside the "Mystery Box".

2) Let the child feel the object.

3) Place the object in the "Mystery Box" and have the child insert one hand into the box.

4) Let the child feel it and describe what he/she feels.

5) Ask the child questions similar to the ones listed below:

   a) HOW DOES IT FEEL? (SMOOTH)
   b) DOES IT FEEL SMOOTH? (YES)
   c) IS IT SMOOTH OR ROUGH? (SMOOTH)

6) Select other objects and repeat the activity.

7) Once the child has learned to describe an object when placed in the box, two or three objects can be placed in the "Mystery Box." The child would then select an item from the box and follow the above procedures.

MATERIALS NEEDED: Mystery Box - a large box with a removable top. This box should be colorful with an opening on one side. The opening should be large enough for a hand to enter. Several objects which have significant sensory features:

a) Smooth/rough
b) Soft/hard
c) Hot/cold/warm
d) Wet/dry
e) Big/little
f) Round/flat

EVALUATION: 1) Could the child identify verbally or nonverbally the sensory features of the objects?

2) Did the child seem to enjoy this activity?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Sensory Stimulation

ACTIVITY: Experiencing a variety of odors

OBJECTIVE: To stimulate and improve the sense of smell

PROCEDURE:
1) Spray or dip balls of cotton in various solutions which have a distinctive scent.

2) Placing the cotton ball containing the scent under the nose of the child, have him/her sniff it.

3) If the odor has a particular scent (e.g. lemon) be sure to name it so that the child may attach meaning to this smell.

4) Ask the child if he/she likes the way each cotton ball smells.

MATERIALS NEEDED: Any distinctive scent: vinegar, perfume, curry, lemon furniture polish, cleaning agent. (Avoid using ammonia or other strong odors that may be offensive or hazardous to health)

EVALUATION: 1) Was there a noticeable change in expression as the child sniffed the various items?

2) Did the child indicate a preference for some odors?

3) What were his/her reactions to the odors smelled?

SKILL CATEGORY: *Motor*

M1	*Blowing soap bubbles*
M2	*Finger painting*
M3	*Removing tape from parts of the body*
M4	*Crumpling paper*
M5	*Printing on paper using a potato*
M6	*Pulling a sheet weighted with objects*
M7	*Picking up small objects with fingers*
M8	*Pulling off socks*
M9	*Clapping to music*
M10	*Throwing an object into a container*
M11	*Throwing objects into a container*

M12 *Pushing objects of different weights*

M13 *Lifting containers of different weights*

M14 *Connecting colored cubes to each other*

M15 *Marking on paper*

M16 *Pasting objects on paper*

M17 *Stacking rings onto a stand*

M18 *Stacking blocks to form a "tower" and "train"*

M19 *Stacking two or more blocks*

M20 *Putting pegs into a board*

M21 *Removing pegs from a board*

M22 *Opening a container to find out what is in it*

M23 *Hammering "nail" into the "workbench"*

M24 *Passing a bean bag from person to person*

M25 Tossing and catching a bean bag

M26 Batting balloons up into the air and keeping them up

M27 Working a puzzle

M28 Stretching elastic loops around a button

M29 Picking up small objects with tongs, tweezers and clothespin

M30 Opening a hinge clothespin and placing on a box

M31 Playing a musical instrument

M32 Rolling a ball

M33 Moving a zipper

M34 Printing on paper with feet

M35 Rolling like a log across a mat

M36 Bouncing on a trampoline

M37 Stepping over the rungs of a ladder

M38 *Crawling through a hoop or tunnel*

M39 *Jumping over a rope*

M40 *Running under the parachute*

M41 *Walking up and down steps*

M42 *Walking on the balance beam*

M43 *Kicking a ball*

M44 *Locating and touching parts of body upon request*

M45 *Imitating an action*

M46 *Using appropriate gestures with a song*

M47 *Using appropriate finger motions to a poem*

M48 *Using appropriate actions with a song*

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Blowing soap bubbles

OBJECTIVE: To develop breath control and gross motor skills

PROCEDURE:

1. Seat the child either next to or across from you.
2. Demonstrate the procedure by dipping the stick into the solution and blowing bubbles toward the child.
3. Say NOW YOU DO IT. BLOW BUBBLES.
4. Give the stick to the child. You should hold the bottle or container steady so that he/she can dip the stick into the solution.
5. If the child does not respond by dipping the stick or blowing bubbles, physically guide his/her hand through the process.

6. If the child does not seem to understand blowing, take his/her hand and blow on it. Then point to your mouth to make him/her aware of the position of your mouth. Encourage the child to blow on his/her hand. Then try the bubbles again.

MATERIALS NEEDED: One plastic bottle of bubbles with stick that has the circle on the end.

EVALUATION:

1. Did the child ever accomplish blowing the bubbles? If the child did not accomplish blowing the bubbles, what amount of assistance did you give?

2. What reaction did the child have to the bubbles?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Finger painting

OBJECTIVE: To develop gross and fine motor skills

PROCEDURE:

1. Sitting with the child at a table, place a piece of glossed paper in front of the child.
2. Using a slightly wet sponge, wipe the glossed paper (the wet paper should stick to the table).
3. Show the child how to finger paint by placing a small amount of paint on the paper and spreading it around a small area.
4. Instruct the child to do it.
5. If the child responds correctly, praise immediately. Always praise the child's creation.
6. If the child does not respond to your request, place your hand over

his/hers and guide his/her hand over the paper. Give the minimal amount of assistance needed. Always praise any accomplishments.

MATERIALS NEEDED: Glossed paper, damp sponge, finger paints, towels.

EVALUATION:

1. Did the child fingerpaint independently?
2. Did the child manage to fingerpaint only on the paper?
3. How much assistance, if any was needed for this activity?
4. Did the child exhibit any signs of like or dislike for the activity?
5. Did the child respond to praise or any reinforcement?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Removing tape from parts of the body

OBJECTIVE: To develop fine motor skills

PROCEDURE:

1. Wind tape around the child's finger once.
2. Tell the child to remove the tape.
3. If the child attempts to remove the tape, praise him/her immediately.
4. If the child does not respond to the request, demonstrate by removing the tape from his/her finger, saying TAKE THE TAPE OFF. Emphasize the word OFF.
5. Repeat the procedure, giving minimal assistance only if necessary.

6. Once the child accomplishes the task, place the tape around the leg, wrist, ankle, etc.

MATERIALS NEEDED: Masking tape

EVALUATION:

1. Did the child ever remove the tape independently?
2. Did the child exhibit any signs of like or dislike for the activity?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Crumpling paper

OBJECTIVE: To improve gross and fine motor skills

PROCEDURE:

1. Collect several pieces of brightly colored tissue paper. Tear the paper into various sizes ranging from large to small.
2. Say to the child, WATCH ME. Beginning with a larger piece of tissue paper, crumple the paper into a small ball.
3. Say to the child, NOW YOU DO IT.
4. If the child accomplishes the task, give praise. If the child needs assistance, place your hand over his/hers and begin to crumple the paper until the child initiates the action on his/her own.
5. Repeat the activity using a smaller sheet of tissue each time.

MATERIALS NEEDED: Sheets of tissue paper.

EVALUATION:

1. Was the child able to manipulate his/her hands and fingers to crumple the paper?

2. Were the child's movements awkward?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Printing on paper using a potato

OBJECTIVE: To develop gross and fine motor skills

PROCEDURE:

1. Cut a potato in half and carve out a simple design.
2. Have child grasp potato half containing the design, dip it in paint and press onto a piece of construction paper.
3. Perform the activity with the child, using the hand over hand method, the first few times. Then require, that the child work by him/herself giving assistance only when necessary.
4. Praise enthusiastically for every attempt or completion.

MATERIALS NEEDED: Potato, knife, construction paper, small container, paint.

EVALUATION:

1. Was the child able to grasp the potato and hold if for the duration of the activity?

2. How long did the activity hold the child's attention?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Pulling a sheet weighted with objects

OBJECTIVE: To improve gross motor skills
To develop muscle strength and coordination
To develop body awareness
To develop weight discrimination

PROCEDURE:

1. Place sheet or large piece of material on the floor.
2. Select small items of different weights, arranging them from heavy to light.
3. Beginning with the heaviest item, place it on one end of the sheet and hand the diagonal end of the sheet to the child. say, (CHILD'S NAME), PULL THE SHEET ACROSS THE FLOOR.
4. If assistance is necessary, aid the child by pulling the sheet gently with the child.

5. Once the child has completed this task continue to the next item.

6. Repeat the activity throughout the day, varying the heaviness of the item.

MATERIALS NEEDED: Large sheet or piece of material. Items of different weights: books, toys, trays, containers, cups, wrapped soap etc.

EVALUATION:

1. How did the child react to the different weights?

2. Did the child need assistance in pulling the weighted sheet?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Picking up small objects with fingers

OBJECTIVE: To improve fine-motor skills
To improve eye-hand coordination

PROCEDURE:
1. Place small objects on a table or floor and instruct the child to pick them up. Demonstrate what you wish the child to do.
2. Begin with blocks, cubes, pegs and progress to playing cards, index cards, paper clips.
3. Give assistance by using hand over hand method, if necessary.

MATERIALS NEEDED: Small objects: blocks, cubes, pegs, playing cards, paper clips.

EVALUATION:
1. Did the child have difficulty picking up any of the objects? If so, identify.

2. Was it necessary to give assistance?

3. How long did the activity hold the child's attention?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Pulling off socks

OBJECTIVE: To improve eye-hand coordination
To develop dressing skills

PROCEDURE:

1. Place a large sock over the child's hands or feet and say, (CHILD'S NAME), TAKE THE SOCK OFF.
2. Praise enthusiastically if the child completes the task and give assistance if necessary be removing the sock partially and have the child complete the task.
3. Decrease the size of the sock as the child masters the task.
4. Repeat the activity using the child's own sock placed on his/her feet.

5. Pull the sock partially off the child's foot if he/she has difficulty removing the sock.

6. Gradually require that the child pull the sock off the entire foot.

MATERIALS NEEDED: Socks of different sizes

EVALUATION: 1. Was the child able to remove the sock by him/her self or was assistance necessary?

Teaching Resource Center/New York Regional Resource Center (NRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Clapping to music

OBJECTIVE: To improve gross motor skills
To improve rhythm

PROCEDURE:
1. Have the child sit or stand facing you.
2. Turn on music (or have music played).
3. Say (CHILD'S NAME), CLAP TO THE MUSIC.
4. If the child does not respond within approximately 5 seconds, clap a few times to the music and say NOW YOU DO IT.
5. If the child still does not respond within about 5 seconds, give minimal assistance using hand over hand.

MATERIALS NEEDED: Record player, records or instrument to be played (piano, guitar, drums, etc.)

EVALUATION: 1. Did the child ever clap independently?

2. Did the child ever clap in time to the music?

3. Did the child display any expression indicating whether he enjoyed the activity?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Throwing an object into a container

OBJECTIVE: To develop gross motor and visual motor skills

PROCEDURE:

1. Using a ball and a box, place the box a short distance from the child.
2. Standing next to the child say (NAME), THROW THE BALL INTO THE BOX. Demonstrate how it should be done.
3. Give the ball to the child and request that he/she throw the ball into the box.
4. If the child responds by attempting to throw the ball into the box, praise immediately.
5. If the child does not respond to your request, place your hands over the child's and minimally assist him/her in completing the task. Praise all attempts to throw the ball into the box.

6. Once the child accomplishes the skill of throwing the object into the container, move the box at various distances from the child using different sized containers.

MATERIALS NEEDED: Containers - box, doughnut, basket, etc. Objects - ball, beanbag, etc.

EVALUATION:

1. Did the child ever attempt to throw the object into the container?
2. Did the child accomplish throwing the object into the container without assistance?
3. Did the child exhibit any expressions of enjoyment?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Throwing objects into a container

OBJECTIVE: To improve gross motor skills
To improve eye-hand coordination

PROCEDURE:

1. Stand child about 3 feet from the container.
2. Demonstrate to the child how to throw the object into the container.
3. Give an object to the child and say, NOW YOU DO IT. If the child attempts to throw the object into the container, praise him/her immediately.
4. If the child does not respond to the request, give minimal assistance using hand-over hand.
5. Repeat the procedure until the child throws the object in the proximity of the container independently. If or whenever the child gets the object into the container, praise enthusiastically.

6. As the child gains proficiency in throwing the object you can move the container further away.

MATERIALS NEEDED: Objects (e.g. ball, bean bag, etc.)
Container (e.g. basket, box, etc.)

EVALUATION:
1. Did the child attempt to throw the object into the container?
2. Did the child manage to get the object into the container?
3. How far away was the child from the container?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Pushing objects of different weights

OBJECTIVE: To develop gross motor skills
To develop muscular coordination, strength and endurance

PROCEDURE:

1. Select several objects that can be pushed across the floor and arrange in order of heaviness.
2. Stand the child at the end of a large room and say, PUSH THE (NAME OBJECT) ACROSS THE FLOOR LIKE THIS. Demonstrate the activity.
3. Give as much encouragement as necessary for the child to complete the task. If the child accomplishes the task, praise immediately. If the child has difficulty performing the task place your hands over his/hers and gently push the object until the child does this on his/her own.
4. Repeat the activity using different items.

MATERIALS NEEDED: Objects of varying degrees of heaviness and heights: empty box, box weighted with a few objects, empty chair, wheelchair with and without a small person in it, table.

EVALUATION:

1. What were the child's reactions to the task of pushing the objects across the floor?

2. Did the activity hold the child's attention?

Johnson, V. M. & Werner, R. A. A Step-by-Step Learning Guide for Retarded Infants and Children Syracuse, New York: Syracuse University Press, 1975.

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Lifting containers of different weights

OBJECTIVE: To develop gross motor skills
To develop weight discrimination

PROCEDURE:

1. Collect four empty plastic detergent bottles which have been thoroughly cleaned.
2. Fill the first bottle completely with sand and cap. Fill the second bottle 3/4 full and cap. Fill the third bottle 1/2 full and cap.
3. Have the child lift each bottle one at a time, beginning with the heaviest.
4. It may be necessary to aid the child by gently lifting the bottle as the child does.

MATERIALS NEEDED: Four empty detergent bottles, sand

EVALUATION:

1. Did the child indicate that there was a difference in the heaviness of the containers?
2. How long did the activity hold the child's attention?

Macon County Association for Retarded Children Curriculum Activities Guide for Severely Retarded Deaf Students.

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Connecting colored cubes to each other

OBJECTIVE: To develop fine motor skills for grasping and connecting objects

PROCEDURE:

1. Sit next to the child who is sitting at the table.
2. Place several cubes on the table.
3. As the child watches pick up two cubes and connect them.
4. Direct the child to connect two cubes.
5. If the child does not respond, give minimal assistance by placing your hands over those of the child's and connect the cubes.
6. Once the child has learned to connect two cubes, have him/her connect a chain of them.

MATERIALS NEEDED: Connecting colored cubes

EVALUATION: 1. Did the child attempt to grasp and connect the cubes?

2. If minimal assistance was required, did the child ever successfully grasp and connect the cubes?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Marking on paper

OBJECTIVE: To develop gross motor control and figure-ground discrimination

PROCEDURE:

1. Tape paper on the table. Seat child in front of the table and put a crayon in his hand.
2. With your hand over the child's hand, mark on the paper.
3. Encourage the child to mark on the paper unassisted.
4. If the child attempts to mark on the paper, praise him/her to draw more.
5. Do not tell the child what to draw but make sure he/she draws only on the paper.

MATERIALS NEEDED: Masking tape, paper, crayons, markers or pencils

EVALUATION:

1. Did the child ever mark on the paper independently?
2. Did the child have any difficulty staying on the paper?
3. Did the child use more than one color?
4. Did the child attempt to draw any figures or intend for the drawing to represent something specific?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Pasting objects on paper

OBJECTIVE: To develop fine motor skills

PROCEDURE:

1. Sit next to the child at the table. Have paper, paste, and objects to be pasted on the table.
2. Identify the paste to the child. Put some paste on the item.
3. Say to the child, PUT SOME PASTE ON (NAME ITEM). If the child puts paste on the item, praise enthusiastically.
4. If the child does not respond to the request, place your hand over his/her hand and give the minimal amount of assistance needed to complete the task.
5. Once the child has accomplished putting paste on an item without assistance, demonstrate turning the item over and pressing it onto the paper.

6. Say to the child TURN (NAME ITEM) OVER AND PASTE IT ON THE PAPER.

7. If the child does not respond, place your hand over his/her hand and give minimal assistance to complete the task.

8. Repeat above procedure until child can complete task independently. Always praise child for any correct response.

MATERIALS NEEDED: Paste, different colors of construction paper, lightweight objects (ex: cotton, material scraps, etc.)

EVALUATION:

1. Did the child attempt to put paste on an object?

2. If the child needed assistance initially, did he/she ever accomplish the task independently?

3. Did the child attempt to turn the object over and place it on the paper?

4. If the child required assistance in placing the object on paper, did he/she ever gain the skill with no need of assistance?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Stacking rings onto a stand

OBJECTIVE: To develop gross motor skills

PROCEDURE:

1. Sit with the child at a table with stand and rings in front of the child.
2. Stack the rings in order from largest to smallest. Each time you put a ring on, say PUT THE RING ON. Emphasize the word ON.
3. Then give the child a ring and repeat the directions. If the child attempts to place the ring on the stand, praise him immediately.
4. If the child does not attempt to place the ring on the stand, place your hand over his/hers and assist him/her.
5. Repeat the procedure giving minimal assistance.

6. Gradually fade out your assistance until child can place the ring on the stand unassisted. Praise all attempts to succeed and all successful trials.

MATERIALS NEEDED: Rings with a stand

EVALUATION:

1. Did the child ever stack the rings without assistance?
2. If the child did not accomplish the objective how much of the activity did he/she do?
3. Did the child exhibit any signs or expression of like or dislike for the activity?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Stacking blocks to form a "tower" and "train"

OBJECTIVE: To improve gross motor skills

PROCEDURE:

1. Placing four blocks on top of each other, say to the child MAKE A TOWER LIKE THIS.
2. If child accomplished this task, praise enthusiastically. If the child needs assistance, place your hand over his/her's and build the tower.
3. Repeat the activity.
4. Then say, NOW, LETS MAKE A TRAIN. Line up four blocks in a row placing one block on top of the first and push the blocks. Say while pushing, CHOO, CHOO, CHOO.

5. Instruct the child in making the train, giving assistance if necessary by using the hand over hand method.

6. Repeat the activity.

7. Now say LET'S PUT THE BLOCK AWAY IN A BOX. Begin to place blocks in a box and give assistance to the child if necessary.

MATERIALS NEEDED: 5 medium-sized blocks, box

EVALUATION:
1. Was the child able to stack the blocks or put them in a row? Did one task seem more difficult to perform than the other?

2. Was the child able to place the blocks in a box?

6. After the child has learned to do the activity, upon request you can vary the activity by stacking more than 2 blocks and/or making several stacks.

MATERIALS NEEDED: Blocks, same shape and size

EVALUATION:

1. Did the child make any attempts to stack blocks? If so, describe.
2. Did the child ever stack blocks independently? If so, how many?
3. Did the child play with the blocks in any other manner (ex: lining them up, putting into box, etc.)? If so, describe.

SKILL CATEGORY: Motor

ACTIVITY: Stacking two or more blocks

OBJECTIVE: To improve gross motor skills

PROCEDURE:

1. Seat the child opposite you at a table.
2. Have 6 blocks of the same shape and size in your lap. Show the child 2 blocks. Say, (CHILD'S NAME), THESE ARE BLOCKS. PUT ONE BLOCK ON THE TABLE AND THEN STACK THE OTHER ON TOP OF IT.
3. Say, NOW YOU DO IT. Give him/her 2 blocks from your lap.
4. If the child stacks the blocks unassisted, praise him/her enthusiastically.
5. If the child does not stack the blocks, place your hand over his/hers and give minimal assistance.

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Putting pegs into a board

OBJECTIVE: To improve fine motor skills

PROCEDURE:

1. Sit with the child at a table with a pegboard and pegs in front of him/her.
2. Place several pegs into the pegboard and say, IN as you do so.
3. Take them out and hand one peg to the child saying IN. If the child does not respond within 5 seconds, say IN again and point to the pegboard.
4. If the child still does not respond, give minimal assistance using the hand over hand method. Say IN as the peg goes in.
5. Continue this procedure until several pegs have been put in.

6. Praise the child for every peg that is put in the pegboard.

MATERIALS NEEDED: Pegs, pegboard

EVALUATION:

1. Did the child attempt to put a peg in the pegboard?
2. Did the child ever accomplish putting a peg(s) in the pegboard?
3. Did the child have difficulty getting the peg in? If so, describe.
4. Was the child focusing his/her attention on the activity?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Removing pegs from a board

OBJECTIVE: To improve fine motor skills

PROCEDURE:

1. Sit with the child at a table with a pegboard and pegs in front him/her.
2. Place several pegs in the pegboard spaced so that the child's fingers can easily grasp the peg.
3. Remove one peg and say, OUT. Allow the child to examine the peg.
4. Replace the peg.
5. Repeat steps 1-4 until you have removed and replaced several pegs.
6. Say, OUT again and point to the peg. If the child does not respond, give minimal assistance using hand over hand, prompts, or gestures.

7. Have the child remove each of the pegs. Say, OUT each time the child removes a peg.

8. Praise the child every time he/she removes a peg independently.

MATERIALS NEEDED: Pegs, pegboard

EVALUATION:

1. Did the child ever attempt to remove any pegs?

2. Did the child have difficulty removing the pegs?

3. Was the child attending to the activity?

Teaching Resource Center/ New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Opening a container to find out what is in it

OBJECTIVE: To improve gross and fine motor skills

PROCEDURE:

1. Put a small edible such as a "m & m" candy in a container
2. Close the container and shake it so that the child can hear it.
3. Say LISTEN, (CHILD'S NAME), SOMETHING IS INSIDE OF THE (CONTAINER). CAN YOU FIND IT.
4. Give the container to the child. If the child begins to explore the container encourage him/her by saying THAT'S GOOD, CAN YOU OPEN IT?
5. If the child manages to open the container, praise him/her and let him/her have the food.

6. If the child explores but cannot open the container, give him/her minimum assistance using the hand-over hand method. Repeat the activity but encourage the child to open the container by himself/herself.

7. Once the child has mastered opening the container independently, you can fade the use of the edible and praise the child for opening the container.

MATERIALS NEEDED: Container (ex: shoe box, coffee can, "leggs egg") Edible (ex: m & m, piece of cracker, raisin)

EVALUATION:

1. Did the child attempt to open the container?

2. Did the child respond to the sound of the edible when you shook the container?

3. Did the child ever open the container independently?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Hammering "nail" into the "workbench"

OBJECTIVE: To improve gross motor skills
To improve eye-hand coordination

PROCEDURE: 1. Seat child on the floor or at a table with the "workbench" in front of him/her.

2. Say (CHILD'S NAME), CAN YOU HAMMER THE NAILS? Wait, if the child attempts to hammer, praise enthusiastically.

3. If the child does not seem to understand your request, pick up the hammer. Say WATCH. Hammer one nail in. Give the hammer to the child and say NOW, YOU DO IT.

4. If the child attempts to hammer, praise. If the child makes no attempt to hammer, assist him/her minimally using the hand-over-hand method.

5. Repeat the activity encouraging the child to hammer the nails independently.

6. Let the child continue the activity as long as he/she is interested.

MATERIALS NEEDED: Cobbler's workbench (this is a wooden toy) Cobbler's hammer.

EVALUATION:

1. Did the child ever accomplish hammering the nails?

2. Could the child hit the nails accurately?

3. Did the child indicate any expressions of enjoyment during the activity?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Passing a bean bag from person to person

OBJECTIVE: To develop gross motor skills
To develop social skills

PROCEDURE:

1. Have three or more children sit on the floor in a circle.
2. While singing a short jingle, have the children pass the bean bag from one child to another. When the song ends, the child holding the bean bag must perform a task with the bean bag such as tossing and catching the bag, throwing the bag into a container etc.
3. If the child needs assistance in passing the bean bag, use the hand over hand method, passing the bag to the next person.
4. Remember to praise enthusiastically when a child completes the task.

MATERIALS NEEDED: Several bean bags. Short jingles to sing Example: Row your Boat, Wheels on the Bus, One potato- two potato

EVALUATION:

1. Did the child enjoy participating in an activity with other children?
2. Was he/she able to pass the bean bag?
3. How long did the activity last?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Tossing and catching a bean bag

OBJECTIVE: To develop gross motor coordination
To develop body control
To develop eye-hand coordination

PROCEDURE:
1. With the child standing next to you say, (CHILD'S NAME), TOSS THE BEAN BAG INTO THE AIR AND CATCH IT. Demonstrate to the child how it is done.

2. If the child accomplishes the task, praise enthusiastically. If the child needs assistance, place your hand over his/her's then toss and catch the bean bag.

3. Repeat the activity. Allow the child to toss the bean bag and catch it with both hands.

4. As the child becomes more proficient in this task, require that the child toss the bean bag higher and catch it with one hand.

MATERIALS NEEDED: Bean Bag

EVALUATION:

1. Was the child able to toss the bean bag without assistance?
2. Was he/she able to catch the bean bag without assistance?
3. Did the child use one or two hands when tossing and/or catching the bean bag?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Batting balloons up into the air and keeping them up

OBJECTIVE: To improve gross motor skills
To improve eye-hand coordination

PROCEDURE:

1. Have adults available for children with any physical difficulties or those who might have difficulty doing the required movements of the activity.
2. Show the child a balloon. Demonstrate to the child how to keep the balloon up in the air by batting it. As you bat the balloon up say, UP!
3. Give the balloon to the child and encourage him/her to bat it up.
4. Give minimal assistance to the child only when necessary using hand over hand.

MATERIALS NEEDED: Balloons or nerf balls

EVALUATION: 1. Did the child manage to bat the balloon independently?

2. Did the child indicate whether or not he/she liked the activity?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Working a puzzle

OBJECTIVE: To improve gross motor skills
To improve visual discrimination
To improve figure-ground discrimination

PROCEDURE:

1. Have the child seated with the puzzle on a flat surface in front of him/her.

2. Show the child the puzzle while it is still together. Then take all of the pieces out.

3. Give the child one piece at a time and then ask him/her to put it in. If the child has little trouble with puzzle working, then allow him/her to take the pieces out and put them in any way that is appropriate.

4. If the child has difficulty putting the piece in, then let him/her watch while you put one piece in. Immediately remove the same piece and ask the child to put the same piece in.

5. If the child still does not manage, give him/her minimal assistance using hand-over-hand.

MATERIALS NEEDED: Several wooden puzzles (4 - 10 pieces)

EVALUATION:

1. Did the child manage to put a piece in independently?

2. Did the child put the whole puzzle together independently?

3. Describe any difficulties the child had.

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Stretching elastic loops around a button

OBJECTIVE: To develop fine motor skills

PROCEDURE:

1. Sew a large button onto the center of a sturdy piece of cardboard in the shape of a square or circle.
2. Staple loops of narrow elastic at intervals around the edge of the board.
3. Say to the child, (CHILD'S NAME), PUT THE LOOP AROUND THE BUTTON. Demonstrate the activity.
4. If the child completes the task, praise enthusiastically and ask him/her to continue doing the remaining loops. If the child does not complete the activity use the hand over hand method to aid the child.
5. Repeat the activity.

MATERIALS NEEDED: Six to eight pieces narrow elastic, sturdy cardboard, large button, material to fasten button to board, stapler

EVALUATION:

1. Could the child manipulate his/her fingers to stretch the elastic and place it around the button?
2. Was it necessary to give assistance?
3. Do you feel that further activities involving fine motor skills are necessary for this child?

*NOTE: This activity can be varied by using different color elastics and having the child place an elastic of a particular color around the button.

Wedemeyer, A. & Cejka, Joyce Creative Ideas for Teaching Exceptional Children Denver, Colorado: Love Publishing Co.

Teaching Resource Ceter/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Picking up small objects with tongs, tweezers and clothespin

OBJECTIVE: To develop gross and fine motor coordination
To improve eye-hand coordination

PROCEDURE:

1. Place small objects such as beads, cubes, and toothpicks on a tray or wide dish.
2. Demonstrate to the child how to use tongs, tweezers and/or clothespin and say NOW PICK UP THE (NAME OBJECT) AND PLACE IN THE BOX.
3. If the child accomplishes the task, give praise. If the child has difficulty, give assistance by using the hand over hand method.
4. Repeat the activity.

5. As the child's skill improves, place the box further away from the tray and have the child carry the small objects with the tongs to the box.

MATERIALS NEEDED: Tray or wide dish, tongs, tweezers, and/or clothespin, small objects such as beads, cubes, toothpicks, box or container

EVALUATION:

1. Was the child able to use the utensils and pick up the objects?
2. Did the child have difficulty manipulating the utensils?
3. Was one type of utensil, ex. tongs easier to manipulate than another, ex. the tweezers?
4. Did the child have more difficulty picking up one type of small object than another?
5. Was he/she able to hold the object with the utensil and carry it to the box?

Adapted from Wedemeyer, A. & Cejka, Joyce Creative Ideas for Teaching Exceptional Children Denver, Colorado: Love Publishing Co.

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Opening a hinge clothespin and placing on a box

OBJECTIVE: To develop fine motor skills
To improve eye-hand coordination

PROCEDURE:

1. With the child seated next to you, place a brightly colored box in front of him/her.
2. Hand the child an ordinary hinge clothespin and say, PLACE THE CLOTHESPIN ON THE BOX. Demonstrate to the child how it is done by squeezing the clothespon and placing it on the side of the box.
3. If the child accomplishes this task, praise enthusiastically. If the child does not complete the task, give assistance by using the hand over hand method.
4. Repeat the activity several times.

MATERIALS NEEDED: Ten hinge clothespins, one brightly colored box.

EVALUATION:

1. Was the child able to manipulate the clothespin?
2. Was he/she able to squeeze the clothespon long enough to place it on the box?
3. Was the child able to place the clothespin on the box accurately?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Playing a musical instrument

OBJECTIVE: To increase gross motor skills
To increase eye-hand coordination
To increase awareness of rhythm

PROCEDURE:

1. Sit next to the child on the floor.
2. While the child watches, demonstrate how to play the instrument.
3. Place the instrument in the child's hands and with your hands over the child's hands, play the instrument.
4. Then allow the child to play the instrument alone. Encourage and praise the child upon any attempt to play the instrument.
5. Once the child attempts to play the instrument play some music for him/her so that he/she can play the instrument to the music.

6. If the child does not respond to the music, you play an instrument, keeping time with the music and encouraging the child to participate.

7. If the child still does not respond, give minimal assistance using hand over hand.

MATERIALS NEEDED: Any instrument (ex: drum and stick, tamberine, congo, bells), record player and record.

EVALUATION:

1. Did the child ever play the instrument independently?

2. Did the child respond to the music? How?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Rolling a ball

OBJECTIVE: To develop gross motor skills and encourage interactive play

PROCEDURE:

1. Sit behind the child so that you can manage hand over hand assistance if necessary. Have another person sit opposite child.
2. The other person should roll the ball to the child saying ROLL THE BALL as he/she does so.
3. Encourage the child to catch the ball.
4. Say ROLL THE BALL to the child. If he/she does not respond to the request, assist him/her minimally by putting your hands over his/hers and guiding him/her through the motion, saying, ROLL THE BALL as you do so.

5. When the ball rolls, praise the child so that he/she will know what you expect of him/her.

6. Repeat this activity using minimal assistance. Any gesture of the child to do this should be praised and/or rewarded.

MATERIALS NEEDED: Ball 6 - 8" in diameter

EVALUATION:

1. Did the child ever succeed in rolling the ball without assistance?
2. Did the child manage to "aim" the ball into the direction of the designated person?
3. Did the child exhibit any expressions of enjoyment during activity?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Moving a zipper

OBJECTIVE: To improve fine motor skills
To improve dressing skills

PROCEDURE:

1. Place a zipperboard on a table in front of the child.
2. Insert the stem of the zipper in place to start it.
3. After gaining the child's attention, zip the zipper saying ZIP as you do it.
4. Give the child an opportunity saying (CHILD'S NAME), ZIP.
5. If the child does not respond within approximately 5 seconds, give minimal assistance using hand over hand. Say ZIP as you do so.
6. Repeat the procedure several times using the minimal amount of assistance.

7. Praise any attempts the child makes to zip.

8. Use the same procedure for unzipping.

MATERIALS NEEDED: Zipperboard or article of clothing with zipper (e.g. shirt, pants, jacket)

EVALUATION:

1. Did the child attend to the activity?

2. Did the child ever accomplish the activity? If the child had difficulty with the activity, describe.

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Printing on paper with feet

OBJECTIVE: To develop gross motor skills
To develop body awareness
To stimulate tactile awareness

PROCEDURE:

1. Place large pieces of posterboard on the floor and tape down.
2. Have children remove socks and shoes and roll up pants.
3. Dip a brush in brightly colored fingerpaint and paint the bottom of each child's foot.
4. Say to the child, (CHILD'S NAME), STAND AND WALK OVER PAPER.
5. Aid the child, if necessary.
6. Use a different color of paint for every child to create an interesting effect.

7. Show the children the posterboard after they have completed the activity.

8. Have a bucket of water and towels ready for quick clean-up.

MATERIALS NEEDED: Large piece of posterboard, fingerpaint, brush, bucket of water, and towels.

EVALUATION:

1. How did the children react to the feeling of the brush on the soles of their feet and their feet on paper?

2. Did they enjoy the activity?

Macon County Association for Retarded Children Curriculum Activities Guide for Severely Retarded Deaf Students.

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Rolling like a log across a mat

OBJECTIVE: To improve gross motor skills
To improve body awareness
To improve muscle tone

PROCEDURE:

1. Have child lay across the mat at the end. If the child does not understand what you want him to do, demonstrate.

2. When the child lays across the mat, make sure his/her hands are over his head covering his/her ears on the mat.

3. Tell the child to roll over. Respond enthusiastically as he/she attempts to do so.

4. If the child does not respond or has difficulty rolling, position him/her so that the leg closest to the end of the mat is crossed over the other leg. If more assistance is needed cross the arm closest to the end of the mat over the other arm. Position

the head to look in the direction of the roll. Prompt by rolling the hip on the same side over. Remember to only give assistance when necessary.

5. Repeat the roll until the child has "log rolled" to the other end of the mat.

MATERIALS NEEDED: One mat or rug

EVALUATION:

1. Did the child ever roll independently? If not describe his/her difficulty.

2. Did the child indicate any pleasure during the activity?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Bouncing on a trampoline

OBJECTIVE: To improve gross motor skills
To improve muscle tone
To improve spatial relations

PROCEDURE:

1. Have the child get up on the trampoline. Give minimal assistance; however, make sure that you are positioned so that you can catch the child if he/she begins to fall. Also make sure there are enough adults to have one "spot" from each side of the trampoline.

2. Have the child sit on the trampoline. Using your hands push down on the trampoline so that it bounces the child. Continue bouncing until the child seems to understand that he is bouncing.

3. Remove your hands. Say YOU DO IT. Encourage the child to bounce himself/herself. You want the child to control his bounce - not to be bounced aimlessy without balance.

4. Once the child can bounce himself/herself, have the child stand on his/her knees. Hold his/her hands. Assist him/her with bouncing on his/her knees.

5. Remove your hands. Say YOU DO IT. Encourage the child to bounce himself/herself.

6. After the child gains proficiency bouncing independently on his/her seat and knees, have the child try bouncing in a sitting position using the same approach described above.

MATERIALS NEEDED: One trampoline

EVALUATION:
1. Did the child ever have control over his/her bouncing?

2. In what position(s) did he/she bounce?

NOTE: Be very careful. If the child abuses the trampoline, remove him/her immediately.

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Stepping over the rungs of a ladder

OBJECTIVE: To improve gross motor skills
To improve coordination

PROCEDURE:

1. Place a ladder flat on the floor.
2. Say to the child, WATCH ME, Step over each rung slowly, one foot at a time.
3. Say to the child, NOW YOU DO IT.
4. If the child accomplishes this task praise enthusiastically. If the child needs assistance, lead the child over each rung or lift the child's leg and place it over each rung.
5. Once the child has accomplished this task, vary the activity by asking the child to jump then hop over each step on the ladder.

MATERIALS NEEDED: Flat ladder

EVALUATION:
1. Was the child able to step through each rung unaided?
2. Did the child indicate whether he/she enjoyed the activity?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Crawling through a hoop or tunnel

OBJECTIVE: To improve gross motor skills
To improve body awareness

PROCEDURE:

1. Say the the child, WATCH ME. Crawl through the hula hoop or tunnel.
2. Turn around and encourage the child to crawl through. Say, NOW YOU DO IT. COME SEE ME.
3. If the child does not crawl through, hold out your hand and assist him/her through.
4. Praise the child if he/she makes it through to assure that he/she understands what you want him/her to do.

5. Repeat the activity using minimal assistance until the child can complete it by him/herself.

MATERIALS NEEDED: Hula hoop or short tunnel.

EVALUATION:
1. Did the child ever crawl through the hoop or tunnel independently? If not, describe difficulties?
2. Did the child indicate whether or not he/she enjoyed the activity?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Jumping over a rope

OBJECTIVE: To improve gross motor skills
To improve coordination
To improve figure ground discrimination

PROCEDURE:

1. Have two people hold the rope (one at each end) about 4-5 inches off the ground.
2. Ask each child to go over the rope. It does not matter how the child gets over the rope but that he/she does so.
3. If the child does not respond to your request, show him/her what you want (say OVER THE ROPE as you do so) or take the child's hand and lead him/her over the rope.
4. After the child understands what is meant by OVER THE ROPE, you can vary the activity by jumping over the rope.

MATERIALS NEEDED: Rope

EVALUATION:

1. Did the child ever go over the rope independently? If so, describe how he/she did so.

2. Did the child indicate whether he/she liked the activity?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Running under the parachute

OBJECTIVE: To improve gross motor skills
To improve spatial relations

PROCEDURE:

1. Six people will be needed to hold the parachute.
2. Say UP! and have everyone raise the parachute as high as they can.
3. Call one person's name (NAME), GO UNDER! The child should run under the parachute and hold it on the other side.
4. If the child does not respond to your call, have an adult take his/her hand and run under the parachute to the other side.

MATERIALS NEEDED: Parachute

EVALUATION: 1. Did the child go under the parachute independently?

2. Did the child indicate whether or not he/she enjoyed the activity?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Walking up and down steps

OBJECTIVE: To improve gross motor skills
To improve awareness of special relations

PROCEDURE:

1. Walk to the top of the steps (should not be over 4 steps.)
2. Ask the child to come to you.
3. If the child does not respond by attempting to come, offer him/her your hand and encourage him/her to come up the steps.
4. If the child still does not respond, return to the same level where the child is standing.
5. Make sure the child has his/her hand on the railing.

6. Take the other hand and assist the child up the steps minimally. Make sure the child is watching the steps.

7. The procedure should be the same for going down the steps.

MATERIALS NEEDED: Access to stairs with a railing

EVALUATION:

1. Did the child ever attempt to go up or down the steps independently? Describe.

2. Did the child attend to the steps during the activity?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Walking on the balance beam

OBJECTIVE: To improve gross motor skills
To improve awareness of spatial relations

PROCEDURE:

1. Demonstrate walking forward on the balance beam to the child.
2. If the child does not attempt to walk on the balance beam assist him/her by positioning him/her on the end of the beam facing the direction you wish him/her to walk.
3. If the child still does not respond, give him/her support by holding his/her hand and encouraging him/her to walk.
4. If the child still does not respond assist with the first step by positioning one leg and then the other.
5. Continue the above approach until the child can walk on the balance beam.

MATERIALS NEEDED: One balance beam or board approximately 6-8 feet long.

EVALUATION:

1. Did the child ever walk the balance beam independently?
2. Did the child attend to the activity?

NOTE: Variations

1. Have the child walk backwards on the balance beam.
2. Have the child step sideways on the balance beam.
3. Have the child walk putting the left foot on the left side of the beam and the right foot on the right side of the beam.

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Kicking a ball

OBJECTIVE: To improve gross motor skills
To improve visual motor skills

PROCEDURE:
1. Show the child the ball or object you want him to kick.
2. Put the ball on the floor and kick it saying the word KICK as you do so.
3. Ask the child to kick the ball. If he/she does so chase after the ball and kick it again. This can be a fun game.
4. If the child does not respond to your request, give minimal physical assistance.

MATERIALS NEEDED: Object(s) (ex: nerf ball, clorox bottle, beach ball, balloon)

EVALUATION: 1. Did the child kick the ball independently? If so, how many times?

2. Describe any difficulties the child might have had.

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Locating and touching parts of the body upon request

OBJECTIVE: To improve gross motor skills
To improve eye-hand coordination
To improve language
To improve body awareness

PROCEDURE:
1. Have child sit or stand in front of you (this can be done with a group of children sitting or standing in a circle).
2. Begin by having the child touch their body parts as you name them. You should touch the appropriate part on yourself at the same time.
3. Once the child understands the procedure, only give the request. Do not touch the part yourself. If the child responds appropriately praise. If the child makes no attempt to respond, repeat the request and assist the child minimally using hand-over-hand.

MATERIALS NEEDED: None

EVALUATION: 1. Did the child locate the appropriate part(s)? If not, list the ones he/she located correctly.

2. Did the child "mirror" you when you were touching your parts?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Imitating an action

OBJECTIVE: To improve gross and fine motor skills

PROCEDURE:

1. Obtain the child's attention by saying (CHILD'S NAME), WATCH. or CHILD'S NAME, CAN YOU DO THIS?
2. Do your planned action (stomp feet, clap hands, ring bell, put hands on head, etc.).
3. Now say to the child, YOU DO IT.
4. If the child does not respond within approximately 5 seconds, repeat the action.
5. Again, say NOW YOU DO IT. If necessary give minimal assistance using hand over hand method.
6. If the child attempts to imitate the action, reinforce him/her enthusiastically.

MATERIALS NEEDED: None

EVALUATION:

1. Did the child attempt to imitate an action?
2. Did the child ever imitate an action independently?
3. Did the child desplay any expressions indicating that he/she enjoyed the activity?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Using appropriate gestures with a song

OBJECTIVE: To improve gross motor skills
To improve rhythmic skills

PROCEDURE:

1. Sit with the child or have several adults sit interspersed among several children. Sit cross-legged.

2. Sing the following song and have the child(ren) join you in the actions. They would enjoy singing it also if they have speech:

"Horsey, Horsey"

(Alternate clapping right hand on right knee and left hand on left knee keeping time with the music to give the effect of a horse's "clip-clop")

"Horsey, horsey, don't you stop"
"Just let your heels go clippety-clop"
"Just let your tail go swish"
"And your wheels go round"
"Giddy up! We're homeward bound."

2nd Verse

"I'd like to take a horse and buggy."
"I'd like to travel through the town."
"I'd like to hear old Dobbins' clip-clop."
"I'd like to see those wheels go round."

3. This song should be done often so that the child(ren) can become familiar with it. Whenever a child has a problem with clapping and/or clapping in time to the music one should assist minimally using hand over hand.

MATERIALS NEEDED: None

EVALUATION:

1. Did the child clap independently?
2. Did the child clap to the music?
3. Did the child sing while clapping?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Using appropriate finger motions to a poem

OBJECTIVE: To improve fine motor skills
To improve body awareness

PROCEDURE:
1. Say the poem slowly at first. It is easier to put a rhythmic sound to it.
2. As you say the poem make sure the child is holding up the right number of fingers.

"Five Little Monkeys"

(Hold up 5 fingers)	"Five little monkeys jumping on the bed"
(tap forehead as if bumped head)	"One fell off and bumped his head"
(use first two fingers to walk)	"He went to the doctor and the doctor said"
(point finger as if scolding)	"That's what you get for jumping on the bed."

2nd Verse

(Hold up 4 fingers) "Four little monkeys.....etc."

3rd Verse

(Hold up 3 fingers) "Three little monkeys....etc."

4th Verse

(Hold up 2 fingers) "Two little monkeys.....etc."

5th Verse

(Hold up 1 finger) "One little monkey.....etc."

MATERIALS NEEDED: none

EVALUATION:
1. Did the child have any problems holding up the appropriate fingers?
2. Did the child say the poem as he did the actions?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Motor

ACTIVITY: Using appropriate actions with a song

OBJECTIVE: To develop gross motor skills
To develop body awareness

PROCEDURE:

1. Have child seated so that she/he can see you.

2. Another adult who can assist you is very helpful.

3. As you sing do the following actions:

1st Verse

"Where is Thumbkin, where is Thumbkin," (keep hands behind back)
"Here I am," (hold one fist out in front of you with thumb up)
"Here I am," (hold the other fist out in front of you with thumb up)
"How are you this morning," (wiggle one thumb)
"Very well, I thank you," (wiggle the other thumb)
"Run away," (put one fist behind your back)

"Run away", (put the other fist behind your back)

2nd Verse

"Where is Pointer, where is Pointer," (keep hands behind back)
"Here I am," (hold one fist in front with index finger up)
"Here I am," (repeat movement with other hand)
"How are you this morning," (wiggle index finger in direction of the other index finger)
"Very well, I thank you," (repeat movement with other index finger)
"Run away" (put one hand behind back)
"Run away" (repeat with other hand)

4. The remaining verses are performed with the same words and movements using different fingers.

3rd Verse "Where is Tall Man" (middle finger)
4th Verse "Where is Ringer" (use ring finger)
5th Verse "Where is Pinky" (use little finger)
6th Verse "Where is the whole family" (use all fingers)

5. You and your helper can assist the child perform the correct actions as needed. Always praise the child for any attempt to participate.

MATERIALS NEEDED: None

EVALUATION:

1. Did the child attempt to do the actions without assistance?
2. Did the child have problems putting up the correct finger?
3. Did the child display any expression which would indicate whether he/she liked the activity?

NOTE: This activity can be done with a variety of songs requiring actions.

SKILL CATEGORY: Language

L1 Imitating mouth movement

L2 Extending the tongue

L3 Removing a food particle from between the lip and lower front

L4 Removing peanut butter from inside the mouth

L5 Imitating sounds

L6 Imitating child's sounds

L7 La La La Imitation

L8 Blowing a balloon

L9 Blowing bubbles

L10 Cuddling a toy

L11 Matching colors

L12 Matching colored cubes

L13 Sorting objects by color

L14 Matching identical shapes

L15 Identifying objects

L16 Identifying parts of the body

L17 Identifying parts of the face

L18 Giving related object pairs

L19 Can you guess which hand

L20 Localizing sounds

L21 Playing with sock puppets

L22 Demonstrating the use of objects

L23 Look at me

L24 Recognizing own name

L25 Obeying commands

L26 Obeying commands

L27 Performing actions upon body parts

L28 Performing actions upon objects

L29 Understanding the concepts of big and little

L30 Introducing the concepts of on and under

L31 Introducing the concepts of "in" and "out"

L32 Introducing the concepts of "in" and "out"

L33 Introducing the concepts of "in" and "out" (the relationship of one person's body to another)

L34 Introducing the concepts of "in" and "out" (the relationship of ones body to an object)

L35 Introducing the concepts of "in" and "out" (the relationship of one object to another object

L36 Take one out

L37 "I have two"

L38 Learning the concept of numbers "one" and "two"

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Imitating mouth movement (Pre-language)

OBJECTIVE: To increase the child's awareness of mouth movement through physical prompting and imitation
To develop motor skills necessary for speech

PROCEDURE:
1. Place mirror on table in front of child.
2. Sit beside the child.
3. Open and close your mouth directing child's attention to your reflection.
4. Gently place your finger between the child's chin and lower lip.

5. Physically assist (do not force) the child to move his jaw in unison with yours as you open and close your mouth. Point first to your mouth and lips, then point to the child's mouth and lips.

6. Repeat steps 4 and 5 several times.

7. Repeat steps 1-6 daily, gradually reducing physical assistance as child initiates movements on his own.

MATERIALS NEEDED: Mirror

EVALUATION:

1. Did the child open and close his mouth at all?

2. Did the child respond to your reflection?

3. Did the child respond to physical assistance?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Extending the tongue (pre-language)

OBJECTIVE: To develop the motor skills necessary for tongue manipulation
To develop motor skills necessary for eating and speech

PROCEDURE:

1. Seat the child in a chair or another comfortable position.
2. Place a small amount of pudding or food on the end of a tongue depressor. Give the child a small taste.
3. Dip another tongue depressor into the pudding. Placing the depressor in front of you, extend your tongue until the tip of it reaches the food. Taste the food.
4. Put a small amount of pudding on the tip of a tongue depressor and hold it near the child's mouth. The food should be close enough to be obtained by extending the tongue. Move it closer if necessary.

5. Say to the child, STICK YOUR TONGUE OUT, demonstrating at the same time by providing your own tongue. Say, TASTE THE PUDDING (CHILD'S NAME).

6. Repeat the activity several times until tongue extension is easily achieved.

MATERIALS NEEDED: Pudding, tongue depressor

EVALUATION:

1. Did the child extend his tongue?

2. Did he extend his tongue far enough to reach the food?

3. Did the child realize after the first taste of food that he could obtain a second taste by extending his tongue?

Myers, D. G., Sinco, M. E., & Stalma, E. S. The Right-to-Education Child: A curriculum for the severely and profoundly mentally retarded Springfield, Illinois: Charles C. Thomas, 1974.

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Removing a food particle from between the lip and lower front (pre-language)

OBJECTIVE: To develop the motor skills necessary for speech
To develop pre-language skills

PROCEDURE:

1. Sit next to the child facing a table upon which a mirror has been placed.
2. Place a piece of sugar-coated ceral into the child's mouth to get his attention. Take another piece of cereal and place it into your mouth between your lower front teeth and your lower lip.
3. Looking into the mirror, demonstrate the required task by removing the particle with the tip of your tongue.
4. Place the cereal into the child's mouth in the same position between the teeth and lip.

5. Demonstrate again by extending your tongue and removing another particle of cereal. Be sure the child's mouth is in clear view in the mirror.

6. If the child does not respond to your demonstration, touch the tip of his tongue with your finger. He will bring it down in response to the touch.

7. Repeat the exercise often until the child becomes adequate in manipulating his tongue.

MATERIALS NEEDED: Cereal or other edibles

EVALUATION: 1. Was the child able to remove the cereal?

2. Did he need any assistance?

Myers, D. G., Sinco, M. E. & Stalma, E. S. The Right-to-Education Child: A curriculum for the severely and profoundly mentally retarded Springfield, Illinois: Charles C. Thomas, 1974

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Removing peanut butter from inside of mouth

OBJECTIVE: To develop motor skills necessary for speech

PROCEDURE:

1. Seat the child in a chair.
2. Place the peanut butter on the end of a tongue depressor.
3. Using the tongue depressor, place the peanut butter inside of the child's mouth on the left or right cheek, or the roof of his mouth.
4. If the child does not respond place a small amount of peanut butter on the tip of his tongue. After the child has tasted the peanut butter, guide his tongue, using the tongue depressor, to his roof or inside cheek.
5. To guide the tongue, simply touch it with the tongue depressor on the side that is opposite the way you want it to go.

6. Assist the child using the tongue depressor until he initiates the movement on his own.

7. Variation: Place peanut butter around the perimeter of the child's mouth, and instruct him to lick it off.

MATERIALS NEEDED: Peanut butter, tongue depressor

EVALUATION:

1. Did the child initiate any tongue movements?

2. Was he annoyed by the stickiness of the peanut butter?

3. Did the child enjoy the activity?

4. Was it necessary to use the tongue depressor?

Myers, D. G., Sinco, M. E., & Stalma, E. S. The Right-to-Education Child: A curriculum for the severely and profoundly mentally retarded Springfield, Illinois: Charles C. Thomas, 1974.

Teaching Resource Center/ New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Imitating Sounds

OBJECTIVE: To isolate consonant sounds
To initiate or improve expressive language

PROCEDURE:

1. Have the child sit opposite you.

2. Say to the child, (pointing to your lips) WATCH MY MOUTH. The trainer then forms her lips for the letter "B" and makes an exaggerated "B" sound. Encourage the child to watch your lips, to feel your breath as you make the sounds, and imitate your lip movements. Reward the child for any attempts to imitate, but expect a little more as the activity continues. Request the child also to make imitations of "P", "sh", "h", "d", "l", "m", etc. If the child has difficulty imitating the consonant sounds substitute them with the names of familiar objects beginning with the identical sounds. For example - "sh"/shoe, "c"/cup, "h"/hat, etc. Be sure to emphasize the initial sound.

MATERIALS NEEDED: None

EVALUATION:

1. Was the child able to imitate the sounds with little prompting?
2. Did the position of the lips or the feeling of the breath assist the child in making sounds?
3. Was it easier for the child to say an entire word instead of isolating one sound? For example, was it easier for the child to say "doll" instead of the "D" sound?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Imitating Child's sounds

OBJECTIVE: To develop an awareness of verbal communication by imitating the child's vocalizations.

PROCEDURE:

1. Sit on floor facing child.
2. Stroke, tickle, or touch the child's body and face gently to encourage the child to make some vocalization or even facial grimace.
3. Imitate the child's sounds and/or facial grimaces immediately.
4. Continue to imitate the child's sounds and/or facial grimaces until a definite pattern of adult imitation of the child has been established.

5. When the pattern has been established, sit the child and yourself in front of a mirror and repeat steps 3 and 4 as you and the child look into the mirror.

MATERIALS NEEDED: Mirror

EVALUATION:

1. Did the child initiate any sounds?
2. Did he realize that he was being imitated?
3. Did he enjoy the imitation game?
4. Did he respond better or differently when you both faced the mirror.

BKR Educational Projects, Inc. BKR Basic Curriculum and Program Activity Cards.

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: La La La Imitation

OBJECTIVE: To develop the child's ability to imitate verbal sounds
To develop articulation skills

PROCEDURE:

1. Sit facing the child.
2. Position yourself so that the child will be looking directly at your face.
3. When singing, LA, LA, LA, your voice should be very clear and distinct. Be very deliberate when moving your mouth and tongue to form each LA. Your face and voice should generate a feeling of gentleness and security to the child.
4. Say to the child, CAN YOU SING LA LA LA WITH ME?
5. Sing the tune La, La, La one time and in rhythm. Keep the same rhythm throughout the activity. Stop for a few moments and then begin singing the tune again.

6. Place the child's hand on your throat as you sing, LA, LA, LA. Place your hand on the child's throat. Hopefully the child will feel some vibration in the throat.

MATERIALS NEEDED: None

EVALUATION:

1. Was the child able to duplicate the La, La, La sound?
2. Was he able to position his tongue correctly?
3. When the child felt the vibration in your throat did this enable him to make the La, La, La sound?

BKR Educational Projects, Inc. BKR Basic Curriculum and Program Activity Cards.

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Blowing a balloon

OBJECTIVE: To develop skill in breath control necessary for speech

PROCEDURE:

1. Tie a balloon to a string and attach it to a ceiling fixture allowing it to hang.
2. Stand or sit near the balloon with the child seated close by.
3. Blow the balloon with enough force to make it move.
4. Say to the child, NOW YOU BLOW.
5. Blow your breath against the child's hand or face so that he can feel your breath.
6. Try blowing the balloon with an even greater force.

7. Variation: Use several children and form a circle around the hanging balloon. Allow the children to blow the balloon directly to one another.

MATERIALS NEEDED: One balloon, string, Variation: feather or other light weight objects.

EVALUATION:
1. Was the child able to blow?
2. Was his breath forceful enough to move the balloon?

Adapted from BKR Educational Projects Inc. BKR Basic Curriculum and Program Activity Cards.

Teaching Resource Center/ New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Cuddling a toy

OBJECTIVE: To develop receptive language.
To expose the child to tactile stimulation.

PROCEDURE:

1. Have the child sit next to you.

2. Pick up a doll or toy, hug it and say (CHILD's NAME), I LOVE THE DOLL, (appropriate inflection in voice is important).

3. Give the doll to the child and say LOVE THE DOLL, (CHILD'S NAME). If the child attempts to hug the doll, praise him enthusiastically. If the child does not attempt to hug the doll then hug both the child and the doll.

4. Handing the doll to the child, say to the child, LOVE THE DOLL. If the child still does not attempt to "hug" the doll, place the doll close to the child, wrap the child arms around the doll and say (CHILD'S NAME) LOVES THE DOLL.

MATERIALS NEEDED: Doll, stuffed animal, cuddly toy

EVALUATION:

1. Did the child attempt to hug the doll?
2. Did the child enjoy the warmth and softness of the toy?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Blowing bubbles

OBJECTIVE: To develop skill in breath control
To develop skills necessary for speech

PROCEDURE:

1. Sit close to the child and hold the bottle of bubbles in your hand.
2. Say to the child, LOOK (CHILD'S NAME). Dip the wand into the bottle of bubbles, remove it and blow the bubbles toward the child.
3. Point to the bubbles, and say, SEE THE BUBBLES, CAN YOU TOUCH THEM?
4. Dip the wand into the bubbles again and place it in front of the child's mouth. Say BLOW!

5. If the child does not respond, try blowing on the child's cheek or hand so that he can feel your breath. Repeat steps 1-5.

6. If the child does respond by blowing bubbles, be sure to praise him and draw his attention to the bubbles he has just blown.

MATERIALS NEEDED: A bottle of bubbles with a wand

EVALUATION:

1. Was the child able to blow bubbles?

2. Was his breath forceful enough to blow bubbles? Too forceful? Not forceful enough?

3. Did he enjoy the activity?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Matching colors

OBJECTIVE: To match a colored object with an identical object of the same color.
To develop receptive language

PROCEDURE:

1. Place three blocks of the same size and shape on a table. Two of these three blocks should be the same color.

2. Show one block of the matching pair to the child (for example red block) and say THIS BLOCK IS RED, (CHILD'S NAME). SHOW ME ANOTHER RED BLOCK.

3. If the child responds appropriately, praise him/her enthusiastically. If the child does not respond, hold the block up to its matching block and say, HERE IS ANOTHER (NAME THE COLOR) BLOCK.

4. Repeat this procedure. Once the child has grasped the concept of color and that particular color you may vary the activity by either changing the two matching colors or increasing the number of different colored blocks.

MATERIALS NEEDED: A minimum of three blocks of identical size and shape on a table. Two of these three blocks should be the same color.

EVALUATION:

1. Was the child able to match the blocks appropriately?
2. Did the child seem to have any motor problems in matching the blocks?
3. Was there any difficulty in matching a second color once the first color had been mastered?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Matching colored cubes (blocks)

OBJECTIVE: To match colored cubes to a card with corresponding squares of the same color and size
To develop receptive language

PROCEDURE:

1. Give the child a card which has from one to five one inch squares of different colors.

2. Also, give the child colored one inch cubes. Be sure to use only those cubes which match the squares on the cards. If there are five squares on the card, use only five cubes.

3. Select one square on the card and find a cube of the same color. Say the color of the cube aloud. Then point to the square with the same color and say the color aloud again. Place the colored cube on the appropriate square.

4. Select another cube. Point to the card and say to the child, CAN YOU FIND ANOTHER COLOR LIKE THIS? If the child finds the color, place the cube on it. Offer assistance if the child is not able to control the movements of his hands. If the child is not able to find the color, point to the cube and say its color. Then point to the square again and say its color aloud.

5. Be sure to encourage the child and praise him for his efforts.

MATERIALS NEEDED: One inch cubes of various colors, cards with matching colored squares.

NOTE: Cards can be made using cardboard and construction paper.

EVALUATION:

1. Did the child match the cubes according to color?

2. Was the child able to place the cubes exactly on top of the square?

Teaching Resource Center/ New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Sorting objects by color

OBJECTIVE: To develop receptive language for color
To develop eye-hand coordination skills
To develop color discrimination

PROCEDURE:

1. Show the child two containers, one at a time. The first container should be a bright color e.g., yellow.

2. Say to the child, YELLOW, THIS IS A YELLOW CONTAINER. Hold the container up so that the child can see it and look inside of it. Put the yellow container down and follow the same procedure for the second container which should be a very bright contrasting color (e.g., red).

3. Place the containers on the table about 12 inches apart. Select several objects both red and yellow.

4. Drop the yellow objects into the yellow container one at a time saying the color as each object is placed in the container. Follow the same procedure for "red" or any other colors that are used.

5. Allow the child to do step #4 and physically guide his hands if necessary. Be sure to repeat the color names aloud so that the child can begin to associate the color "yellow" with the name "yellow".

6. Give the child the red and yellow objects one at a time directing him to place them in the proper container. Be sure to say the color aloud and praise the child if he has a successful trial.

7. Once the child has become familiar with two colors, introduce new colors one at a time. Be sure the child is familiar with three colors before proceeding to a fourth color.

MATERIALS NEEDED: Several containers similar in shape and size in various colors; several objects in matching colors which are small enough to fit into the containers.

TRC/CUNY (RRC #10)

EVALUATION: 1. Was the child able to grasp the concept of color?

2. Did he have trouble learning new colors after initial learning?

3. Was the child able to discriminate the colors?

Teaching Resource Center/ New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Matching identical shapes

OBJECTIVE: To improve visual discrimination
To teach the names of two shapes (circle, square)
To introduce the concepts of same and different

PROCEDURE:

1. Place one large circle on the table.

2. Point to the circle and say, THIS IS A CIRCLE. SEE THE CIRCLE? TOUCH IT. Allow the child to hold the circle in his hand and feel its roundness.

3. Show the child another circle and say, LOOK, (CHILD'S NAME), I HAVE ANOTHER CIRCLE. SEE, IT'S THE SAME AS THIS ONE. Point to both circles. NOW I HAVE TWO CIRCLES. THEY ARE BOTH THE SAME. Place the circles side by side.

4. Place a square on the table. Allow the child to touch and hold it, emphasizing its four sides.

5. Say SQUARE so the child will begin to associate the word "square" with its shape. Remove one of the circles leaving one circle and one square remaining on the table. Point to both shapes naming each one and feeling its shape.

6. Give the child the second circle. Allow him to feel it and say, HERE IS A CIRCLE. CAN YOU FIND ANOTHER CIRCLE THAT IS THE SAME? If the child matches the circle, praise him enthusiastically. Guide his hands to the circle and say, THIS IS THE CIRCLE. THESE ARE THE SAME. Emphasize the roundness of the circle. If he does not respond, guide his hands to match the two circles. If he responds incorrectly, guide his hands to the circle and say, THIS IS THE CIRCLE. THESE TWO ARE THE SAME. Emphasize the roundness of the circle.

MATERIALS NEEDED: Two circles and a square approximately 10 inches in diameter and made of sturdy cardboard or other materials that will allow the shapes to have some thickness.

NOTE: Other shapes may be substituted for this activity.

EVALUATION:

1. Did the child grasp the concepts of circle and square?
2. Was he able to match the squares correctly?
3. Did the child understand the concepts of "same" and "different"?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Identifying objects

OBJECTIVE: To develop receptive language
To develop eye hand coordination

PROCEDURE:

1. Place 2-3 familiar objects on a table in front of the child.
2. Pick up each object one at a time and name the object, holding it where the child can easily see it. Allow the child to examine the object.
3. Place all objects on the table within the child's reach.
4. Say GIVE ME THE ( ), naming one of the objects. Repeat step #4 for the objects remaining on the table.
5. Remember to praise the child enthusiastically if the child responds correctly. If you get no response touch the object and say its name.

Say to the child TOUCH THE ( ) WITH ME. Then say NOW GIVE ME THE ( ) opening your hand when you say it. Praise the child if he responds correctly.

MATERIALS NEEDED: Familiar objects: spoon, scarf, fork, toothbrush etc.

EVALUATION:

1. Did the child give the correct response when presented with familiar objects?
2. Did the child have trouble grasping and picking up the objects?
3. Did the child attempt to verbalize the names of the objects?

Teaching Resource Center/ New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Identifying parts of the body

OBJECTIVE: To develop receptive language for body parts
To develop self-image

PROCEDURE:

1. Sit the child comfortably in a chair, preferably facing a table.
2. Place a doll or picture of a doll on the table.
3. Say to the child, (CHILD'S NAME) THIS IS A DOLL-BABY. CAN YOU SHOW ME THE DOLL-BABY'S HAIR?
4. If the child responds correctly, congratulate him. If he does not, point to the doll's hair and assist him in pointing to the doll's hair. Now praise the child enthusiastically.
5. Repeat this procedure for other parts of the body. (face, eyes, ears, nose, etc.)

MATERIALS NEEDED: A doll or picture of a doll or child.

EVALUATION:

1. Did the child attempt to identify any parts of the body?
2. Was he successful? Did he need assistance?

Teac[illegible] Resource Center/ New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Identifying parts of the face

OBJECTIVE: To develop receptive language for facial parts

PROCEDURE:

1. Sit next to the child and face a mirror.
2. Take the child's hand and touch his/her eyes.
3. Say EYES, HERE ARE (CHILD'S NAME) EYES.
4. Repeat steps 1, 2, and 3.
5. Instruct the child to touch his/her eyes. Trainer should give minimal assistance if needed.
6. Trainer should point to his/her own eyes and say THESE ARE MY EYES, POINT TO MY EYES.

7. Repeat the activity using eyes 3-4 times and say NOW LETS FIND OUR NOSE.

8. Follow the same procedure as written for eyes and then proceed to do the mouth, ears, tongue, teeth, hair.

9. Always respond enthusiastically to any attempt the child makes to identify his/her facial parts.

MATERIALS NEEDED: Mirror

EVALUATION:

1. Did the child attempt to identify any parts of his/her face. If so how was this indicated?

2. Did the child correctly identify parts of the face, If so which parts?

3. Was the child able to identify parts of the trainer's face. If so which parts?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Giving related object pairs

OBJECTIVE: To begin associating related objects
To respond to commands
To develop and improve receptive language

PROCEDURE:

1. Place the comb and brush on the table in front of the child. Include a third unrelated object from the list of materials.
2. Say to the child, (CHILD'S NAME), GIVE ME THE COMB AND THE BRUSH.
3. If the child does not respond go through each item on the table naming it and demonstrating its use.
4. If the child does respond, remove the comb, brush, and third object replacing them with the shoe, sock, and a third item.
5. Repeat steps 1-3.

6. Replace the objects with the hat and coat.

7. Repeat steps 1-3.

8. Variation: Show me two things we put on our feet. Show me two things we use when we go outside. Show me what we use to fix our hair. Can you show me something else?

MATERIALS NEEDED: Comb/brush, shoe/socks, hat/coat

EVALUATION:

1. Did the child grasp the concept that the pairs of items were related?

2. Did he respond to commands?

Kent, Louise Language Acquisition for the Severely Retarded Champaign, Illinois: Research Press, 1974.

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Can you guess which hand

OBJECTIVE: To develop and improve receptive language

PROCEDURE:

1. Sit facing the child.
2. Extend both of your arms opening your hands, palms facing upward. Turn your hands over, demonstrating that your hands are empty.
3. Place a piece of food or perhaps a shiny object of interest in the palm of either hand.
4. Close your hand over the object or food and extend both arms, palms facing downward and hands tightly closed.
5. Say to the child, (CHILD'S NAME), CAN YOU GUESS WHICH HAND IT'S IN?

6. If the child does not respond open your hand and show the object to the child. Give the object or food to the child. Place another piece of food in your hand or take the object again and place it in your hand. Repeat steps 3-5.

7. Once the child understands the game, hide your hands behind your back so that the child does not see which hand you are using.

MATERIALS NEEDED: Small pieces of food, or any objects small enough to fit into the palm.

EVALUATION:
1. Did the child understand the game? Did he enjoy himself?

2. Was he successful in guessing which hand?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Localizing sounds

OBJECTIVE: To develop child's awareness of and attention to sound

PROCEDURE:

1. Sit on the floor in front of the child.
2. Position the child to look into the tube and say, LOOK.
3. Hum into the opposite end of the tube as the child looks.
4. Place the tube to the child's ear and hum into the tube.
5. If the child does not respond, call the child's name through the tube. Physically position the child's head and repeat steps 1-4.
6. Stand on either side or behind the child and hum into the tube.

7. Allow the child to hum into the tube if he wishes and play the game again in reverse.

MATERIALS NEEDED: Brightly colored tube made of construction paper or use the tube from a roll of paper towel and cover it with a bright color.

EVALUATION:

1. Did the child respond to the sound?
2. Was he able to localize the humming sound in front of him?
3. Did the child enjoy humming into the tube?

BKR Educational Projects, Inc. BKR Basic Curriculum and Program Activity Cards.

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Playing with sock puppets

OBJECTIVE: To stimulate language through play with a sock puppet

PROCEDURE:

1. Put a sock puppet on your hand.
2. Show the child how hand movement can make the puppet talk.
3. Have the puppet talk to the child and ask him questions.
4. Place a puppet on the child's hand. Have your puppet talk to the puppet on the child's hand. If the child makes any attempt to have his puppet interact, praise him enthusiastically. Encourage any interaction.

MATERIALS NEEDED: Two puppets

EVALUATION: 1. Did the child attempt to interact with the puppets?

2. What were his reactions to the puppets?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Demonstrating the use of objects

OBJECTIVE: To develop receptive language

PROCEDURE:

1. Place 2-3 familiar objects on a table in front of the child.
2. Pick up each object one at a time and name the object, holding it where the child can easily see it. Allow the child to examine the object more closely.
3. Place all objects on the table within the child's reach.
4. Select one object and hold it up. Say to the child SHOW ME WHAT YOU DO WITH THIS (name the object). Respond enthusiastically if the child has a successful trial or even attempts to demonstrate the object's use.
5. Repeat step #4 for remaining objects.

6. (Variation) Leave the object on the table and say to the child SHOW ME WHAT TO DO WITH THE (NAME THE OBJECT).

7. If the child is unable to perform steps 4 or 6, name and demonstrate the use for the child concentrating on one object at a time.

8. Guide the child's hands through the appropriate motions for the use of each object being introduced.

9. Repeat steps 4 and 6.

MATERIALS NEEDED: Common everyday objects. For example: spoon/fork (eating), cup/glass (drinking), toothbrush (brushing teeth), comb/brush (grooming hair), napkins/tissue (wiping nose).

EVALUATION:

1. Did the child attempt to demonstrate the use of the objects?

2. Did the child indicate that he was familiar with the objects and their use?

3. Was it necessary to name and/or demonstrate the use of some or all of the objects?

Teaching Resource Center/ New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Look at me

OBJECTIVE: To develop eye contact and receptive language

PROCEDURE:

1. Seat the child in a chair or confortable position in an area free from distractions.
2. Face the child and say to him (CHILD'S NAME), LOOK AT ME.
3. If the child looks at you reward him enthusiastically and repeat the exercise.
4. If the child does not look at you, use any object which will draw his attention. Hold the object in front of the child's eyes until the child has focused on the object. Move the object slowly toward your own eyes until the child's eyes meet yours. Reward the child enthusiastically.

5. Repeat the original command (CHILD'S NAME), LOOK AT ME. If the child does not respond repeat the entire procedure.

MATERIALS NEEDED: Familiar objects to attract the child's attention if needed.

EVALUATION:

1. Did the child look at the trainer when asked?
2. Did the child respond to his name?
3. Did the child have difficulty establishing eye contact upon request?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Recognizing own name

OBJECTIVE: To develop self concept
To develop receptive language

PROCEDURE:

1. Cover the child's eyes with your hands.
2. Say WHERE'S (CHILD'S NAME)? Repeat question several times as if you can't find the child.
3. Then remove your hand so that the child can see you. Look surprised and say THERE'S (CHILD'S NAME)!
4. Hug and praise the child. This game is fun to do several times.
5. Variation: The trainer should cover his eyes and repeat steps 2, 3, and 4.

MATERIALS NEEDED: None

EVALUATION:

1. Did the child enjoy the game?
2. Did he realize that you were looking for him?
3. Did the child indicate surprise when his or her eyes were uncovered?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Obeying commands

OBJECTIVE: To develop receptive language for verbal commands
To encourage socialization skills

PROCEDURE:
1. Make this a game with two or three children. Everyone sits in a circle, including the trainer.
2. The trainer then says LET'S ALL STAND UP.
3. The trainer praises all of the children who stand up and assists those who are not standing saying, STAND UP, (CHILD'S NAME).
4. When everyone is standing the trainer says, GOOD, NOW WE ARE ALL STANDING.

MATERIALS NEEDED: None

EVALUATION: 1. Did each child obey each command as requested? If not do you feel perhaps that the child did not understand what was being asked of him?

2. Was it necessary to assist any of the children?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Obeying commands

OBJECTIVE: To develop receptive language for verbal commands

PROCEDURE:

1. In this activity the trainer will instruct the child to do a specific task.
2. Each time the child responds correctly, the trainer should respond enthusiastically.
3. Begin with simple verbal commands from everyday situations Example:

   STAND UP
   OPEN YOUR MOUTH
   CLOSE YOUR EYES
   CLAP YOUR HANDS

4. Be sure that the tone of your voice is encouraging and not demanding.

5. If the child fails to respond to a command, the trainer should demonstrate the request as the child might not understand what is being asked of him.

MATERIALS NEEDED: None

EVALUATION:

1. Did the child obey each command as requested? If not do you feel perhaps that the child did not understand what was being asked of him?

2. Was it necessary to demonstrate any of the commands for the child?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Performing actions upon body parts

OBJECTIVE: To develop receptive language
To develop personal hygiene skills
To develop body awareness

PROCEDURE:

1. Take the child into the bathroom if it is large enough so that the child can begin to associate the bathroom with personal hygiene.

2. Face a basin of water and a mirror. Holding a face cloth in your hands, say to the child WASH YOUR EARS. Assist the child if necessary saying, THESE ARE YOUR EARS, AND THESE ARE MY EARS (POINT TO YOUR EARS). WE ARE GOING TO WASH YOUR EARS. Proceed with this action.

3. Follow step two and wash the hands and face.

4. Continue during the same session or during another session, depending on the child's tolerance level, with the following:

a) Brush your teeth
b) Brush your hair
c) Comb your hair
d) Wipe your nose (tissue)
e) Wipe your mouth (paper napkin)
Use the same format presented in step 2.

MATERIALS NEEDED: Basin of water, face cloth, toothbrush, toothpaste, soap, tissue, paper napkin, comb, brush, mirror

EVALUATION:

1. Did the child respond upon command? Did he need physical assistance?
2. Did the child seem to have any problem locating his body parts?
3. Was the child able to perform the personal hygiene skills?

Kent, Louise Language Acquisition for the Severely Retarded Champaign, Illinois: Research Press, 1974.

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Performing actions upon objects

OBJECTIVE: To develop receptive language
To learn to follow commands
To develop motor coordination (fine/gross)

PROCEDURE:

1. Place a variety of objects into a box on the floor so that it can be easily accessible.

2. Instruct the child to carry out various actions upon the objects; for example, using a ball, instruct the child to THROW THE BALL, ROLL THE BALL, KICK THE BALL, PUSH THE BALL, ETC. Demonstrate and give physical assistance if necessary.

3. Follow the sequence of step 2, commanding the child to perform various actions upon the object.

MATERIALS NEEDED: Articles of clothing, toys, various objects, etc. Suggested verbs: push, pull, throw, roll, kick, ring, put on, take off, etc.

EVALUATION:

1. Did the child obey the commands?
2. Was he physically able to follow through the various action verbs?
3. Did the child understand the meanings of the verbs?

Kent, Louise Language Acquisition for the Severely Retarded Champaign, Illinois: Research Press, 1974

Teaching Resource Center/ New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Understanding the concepts of big and little

OBJECTIVE: To develop receptive language
To develop an awareness of size

PROCEDURE:

1. Have two objects that are exactly alike except for their size. The more extreme the difference in their size, the easier it will be for the child to understand the concept.

2. Seat the child at a table with one pair of objects placed on a table in front of him/her.

3. Pick up one of the objects and say THIS IS A (BIG, LITTLE) (NAME OF OBJECT). Pick up the other object and say the same, emphasizing the words "big" and "little." Encourage the child to hold the objects so that he can feel their size.

4. Say to the child GIVE ME THE BIG (NAME THE OBJECT). Praise him/her if the response is correct.

If the child responds incorrectly, point to the correct object and say to the child, HERE IS THE BIG ONE, THE (NAME THE OBJECT) IS BIG.

5. Repeat the original question. If the child responds correctly this time reward him. Alternate requests between big and little until you think the child understands the concept.

MATERIALS NEEDED: Pairs of objects of different sizes Examples: blocks, balls, boxes, cups, jars, bowls.

EVALUATION:

1. Did the child make any correct responses?

2. Did the child indicate an understanding of the concepts big and little?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Introducing the concepts of on and under

OBJECTIVE: To develop receptive language
To develop an awareness of spatial relationships

PROCEDURE:

1. Face a chair. Take a doll, block or any other object and show it to the child, introducing it.
2. Say to the child (CHILD'S NAME), THIS IS A (NAME OF OBJECT). I AM GOING TO PUT THIS DOLL ON THE CHAIR. Be sure to emphasize the word on.
3. Then say NOW (CHILD'S NAME) I AM GOING TO PUT THIS DOLL ON YOUR LAP.
4. Say NOW I AM GOING TO PUT IT UNDER THE CHAIR. SEE, ITS UNDER THE CHAIR. Then say NOW I AM GOING TO PUT IT UNDER YOUR CHAIR.

5. Continue this procedure using words such as: in front of, in back of, beside. When you feel the child has reached his limit stop and review. This time give a command, instructing the child where to put the doll. (on the chair, etc.).

MATERIALS NEEDED: A doll, block or simple object, two chairs

EVALUATION:

1. How many new words did the child actually learn?
2. Was he able to place the objects in their proper place when asked?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Introducing the concepts of "in" and "out"

OBJECTIVE: To develop receptive language

PROCEDURE:

1. Locate a cardboard box which is large enough for a child to sit in.
2. Place the box on the floor with the open end of the box facing you and the child.
3. Say to the child, (CHILD'S NAME) GO IN THE BOX, emphasizing the word "in".
4. If the child responds, praise enthusiastically and say (CHILD'S NAME), NOW YOU ARE IN THE BOX.
5. If the child does not respond, give minimal assistance by guiding the child into the box and again say (CHILD'S NAME), NOW YOU ARE IN THE BOX. Praise or reward the child immediately.

6. Once the child is in the box say (CHILD'S NAME) COME OUT OF THE BOX? When the child leaves the box, praise him immediately and say NOW YOU ARE OUT OF THE BOX.

7. If the child does not respond, give assistance and praise him when he is out of the box.

8. Repeat steps 1-7 several times until the child seems to have grasped the concept. Using a variety of objects, instruct the child to place each object in the box. Then instruct the child to take the objects out of the box.

MATERIALS NEEDED: Cardboard box, various objects that can be placed inside of the box.

EVALUATION:

1. Did the child appear to grasp the concept of "in" and "out"?

2. Did the child have any problem getting into the box or remaining in the box?

3. Did the child have any problem transferring the concept of in and out from his own body being inside of the box to actually placing objects inside of the box?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Introducing the concepts of "in" and "out"

OBJECTIVE: To develop receptive language
To improve body awareness in relation to space

PROCEDURE:

1. Facing the child, extend your index finger and say THIS IS MY FINGER. SHOW ME (CHILD'S NAME) FINGER.
2. Place your finger in your ear and say MY FINGER IS "IN" MY EAR. PUT YOUR FINGER IN YOUR EAR. Give minimal assistance if necessary, using hand over hand.
3. Take your finger out of your ear and say to the child NOW MY FINGER IS "OUT" OF MY EAR. TAKE YOUR FINGER "OUT" OF YOUR EAR.
4. Give the child a practice session to see if he has grasped the concept.

MATERIALS NEEDED: None

EVALUATION:

1. Was the child able to grasp the concept of "in" and "out"?
2. Did the child have any difficulty locating his ear?
3. Can the child identify his finger?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Introducing the concepts of "in" and "out" (the relationship of one person's body to another)

OBJECTIVE: To develop receptive language
To improve body awareness in relation to space

PROCEDURE:

1. Cup your hands together, palms facing.
2. Say to the child, (CHILD'S NAME) PLEASE PUT YOUR HANDS "IN" MY HANDS.
3. After the child has placed his hands in yours, say NOW, PLEASE TAKE YOUR HAND "OUT" OF MY HANDS.
4. Repeat the sequence until you feel the child has grasped the concept.

MATERIALS NEEDED: None

EVALUATION:

1. Did the child have any difficulty grasping the concept of "in" and "out"?

2. Can the child identify his hands?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Introducing the concepts of "in" and "out" (the relationship of one's body to an object)

OBJECTIVE: To improve body awareness in relation to space

PROCEDURE:

1. Locate a cardboard box which is large enough for a child to sit in.
2. Place the box on the floor with the open end of the box facing you and the child.
3. Say to the child, (CHILD'S NAME) GET "IN" THE BOX EMPHASIZING THE WORD "IN".
4. If the child responds, praise enthusiastically and say (CHILD'S NAME) NOW YOU ARE "IN" THE BOX.

5. If the child does not respond, give minimal assistance by guiding the child inside the box and again say (CHILD'S NAME) YOU ARE "IN" THE BOX. Praise or reward the child immediately.

6. Once the child is in the box say (CHILD'S NAME) COME "OUT" OF THE BOX. When the child leaves the box, praise him immediately and say YOU ARE "OUT" OF THE BOX.

7. If the child does not respond, give minimal assistance and then praise him when he is out of the box.

8. Repeat steps 1-7 several times until the child seems to have grasped the concept.

MATERIALS NEEDED: Large cardboard box

EVALUATION:

1. Did the child appear to grasp the concepts of "in" and "out"?

2. Did the child have any problem getting inside the box or remaining in the box?

Teaching Resource Center/ New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Introducing the concepts of "in" and "out" (the relationship of one object to another object)

OBJECTIVE: To develop receptive language
To improve awareness of spatial relationships using objects.

PROCEDURE:

1. Place a small box or an empty container on a table.
2. Give the child any object which will fit easily into the container.
3. Say to the child PUT THE OBJECT "IN" THE CONTAINER. Then say to the child TAKE THE OBJECT "OUT" OF THE CONTAINER.
4. Repeat this procedure until you feel that the child has grasped the concept.

MATERIALS NEEDED: Small box or container, various objects small enough to fit inside a container.

EVALUATION: Was the child able to transfer the concept of "in" and "out" to objects?

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Take one out

OBJECTIVE: To begin learning number concepts
To develop receptive language

PROCEDURE:

1. Place an open container on a table in front of the child.
2. Place four pieces of cereal into the container.
3. Demonstrate by removing one piece of cereal from the container and say TAKE ONE. Point to the container and then to the piece of cereal and say ONE.
4. Repeat steps 1-3.
5. Say to the child (CHILD'S NAME), TAKE ONE OUT. Assist the child if necessary.
6. Allow the child to eat the piece of cereal.

7. Repeat steps 5 & 6 gradually reducing physical assistance as the child is able to take one piece of cereal out of the container upon verbal command.

8. Variation: Use this activity to teach the numerical value of other numbers. Vary the numbers to test retention.

MATERIALS NEEDED: Cereal, other edible foods, or objects

EVALUATION:

1. Was the child able to put his hand into the container? Grasp the cereal?

2. Did he seem to understand the concepts of oneness, twoness, etc.?

3. Was he able to remember the value of numbers once a new number was learned?

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Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: "I have two"

OBJECTIVE: To build readiness for number concepts

PROCEDURE:

1. Sit in a circle (in chairs or on the floor) with two or three children.
2. Hold out both your hands and say, SEE, I HAVE TWO HANDS.
3. Say, WHO ELSE HAS TWO HANDS? Say (CHILD'S NAME) SHOW ME YOUR TWO HANDS.
4. If the child does not follow verbal directions, physically position the child's hands and say LOOK, (CHILD'S NAME) HAS TWO HANDS AND I HAVE TWO HANDS.
5. Hold the child's two hands using both of your hands. Say to the child I AM HOLDING YOUR TWO HANDS, CAN YOU HOLD MY TWO HANDS? Assist the child if necessary.

6. Variation: Have the children hold each other's hand. Trace an outline of each childs hands on a piece of paper so that he can see his own hands.

MATERIALS NEEDED: None use otherparts of the body

EVALUATION:

1. Did the child hold both hands out?
2. Did he need physical assistance?
3. Did the child hold your hands?

BKR Educational Projects, Inc. BKR Basic Curriculum and Program Activity Cards.

Teaching Resource Center/New York Regional Resource Center (RRC#10)
The City University of New York

SKILL CATEGORY: Language

ACTIVITY: Learning the concept of numbers "one" and "two"

OBJECTIVE: To begin learning number concepts
To develop receptive language

PROCEDURE:

1. Sit the child at a table.

2. Place approximately six blocks on the table between the child and yourself.

3. Say to the child, LOOK AT THE BLOCKS. I AM GOING TO GIVE YOU ONE BLOCK. Give the block to the child. Then say NOW, YOU GIVE ME ONE BLOCK. When the child responds be sure to praise him.

4. Then say to the child, NOW I AM GOING TO GIVE YOU TWO BLOCKS. Count the blocks pointing to each one as you count "one", "two", Give the two blocks to the child and say, NOW YOU COUNT THEM.

5. Put the two blocks with the other blocks and say (CHILD'S NAME) I WANT YOU TO GIVE ME TWO BLOCKS. Be sure that the child counts the blocks aloud. If he does not, or is not able to, assist him in counting. Praise the child if he is correct, assist him if he is wrong.

6. Repeat this procedure until you feel the child has grasped the concept of "one" and "two".

MATERIALS NEEDED: Six blocks

EVALUATION:

1. Was the child able to grasp the concept of one, of two?

2. Was he able to count the blocks?